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A Social Studies Program Developed for Elementary Schools in Crete-Monee District 201-U

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A SOCIAL STUDIES PROGRAM DEVELOPED FOR ELEMENTARY

SCHOOLS IN CRETE-MONEE DISTRICT 201-U

(TITLE)

BY

WILLIAM STEWART EDMUNDS

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

EDUCATIONAL SPECIALIST

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1971

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

November 3, 1971

DATE

ADVISER

November 8, 1971

DATE

DEPARTMENT HEAD

SECTION I

Introduction

The Field Study Experience in school administration is designed to give the candidate for the E.D.S. degree a variety of experiences, dependent on individual goals and aspirations, that will further acquaint him with the intricacies of school operation and the pragmatic understandings to enable him to deal more successfully with the problems he will undoubtedly encounter in the school systems of today.

It is apparent from this statement that the task can take numerous forms, i.e., a research project, an internship, a survey conducted for a certain purpose, or examination and study of a leadership role.

The latter task, that of leadership is the one selected by the writer. As an elementary principal, leadership of the highest quality is imperative if any degree of success is to be achieved. It was, therefore, felt that a project involving the candidate in a leadership capacity, in a specific area of interest toward the fulfillment of a designated goal, would be of considerable value.

In his book Organization and Management, Chester Barnard says that, "It is the nature of a leader's work that he should be a realist and should recognize the need for action, even when the outcome cannot be foreseen, but also that he should be an idealist and in the broadest sense pursue goals, some of

which can be attained in a succeeding generation of leaders."¹

Myron Liberman states that the principal's function normally includes responsibility for the welfare, as organizationally defined of subordinates. He is expected by his superiors to see that the members of the organization fulfill their role obligations, and he is expected by his superiors to see that the rights of the members are protected, perhaps from exploitation. He is somewhat of a go-between.²

There are numerous ideas and conceptions of what people in leadership capacities should attempt to do and what specific roles they should play. In all of the readings devoted to leadership, none could, in the opinion of the writer, have stated it more eloquently than Kimball Wiles in his "power with" concept, which in essence utilizes all of the talents and potential possessed by the staff and provides for an open expressive environment for an exchange of ideas and experimentation. There should be no question under this concept that the administrator maintains ultimate power over anything within the jurisdiction of his assignment, but he is quite willing to share and delegate that power to others, especially when they have expertise in a certain area that is superior to his own. In many instances, the decision of the group or the

¹Chester Barnard, Organization and Management (Cambridge: Harvard University Press, 1962), p. 110

²Myron Lieberman, Education as a Profession (Englewood Cliffs: Prentice-Hall, Inc., Inc., 1956), p. 283

expert of the moment should be accepted by the leader. Under this type of leadership the administrator is not concerned with maintaining personal authority. The central concern and purpose is to develop group power to enable the staff to accomplish goals. He is concerned with developing the type of working relationship that will give him "power with" the group.³

Purpose of the Field Experience

It was in the spirit of the previously mentioned ideas of leadership that the candidate became the chairman of a Social Studies Committee. It was charged with the formulation of a new curriculum in that field, taking into account the many diverse community factors, the social-economic background, and experience of the children, and the goals and aspirations of purpose of the school district. The task was a formidable one due to the complexity of the district. There are five elementary schools which serve ninety-seven square miles of rural and urban communities alike. One particular faction is staid and conservative, and while it appreciates quality education, the primary concern seems to be watching the monies expended. Another is urban and very progressive, with the majority of the people employed in metropolitan areas in white collar occupations. The third group served by the district is rural

³Kimball Wiles, Supervision for Better Schools (Englewood Cliffs: Prentice-Hall, Inc., 1951), p.p. 133-149

and conservative in outlook, and the fourth is made up of blue collar workers and migrants from the South.

Substantial growth is currently taking place in the district and estimates are that by 1980 over 100,000 more people will be added. This also includes an approximate twenty-five additional elementary schools, two more junior high schools, and two more high schools.

As in many areas of the State of Illinois the district is encountering its share of financial problems, with four bond issues and tax referendums having been voted down in recent years. It is not, however, pertinent in this paper to set forth the financial status per se of the district and go into it in any depth.

The school district serves 4,675 children at the seven attendance centers with a total assessed valuation of \$61,038,160. The unit receives an approximate \$2,000,000 in state aid claims each year. Within the past year, the district did approve the construction of new kindergarten additions to the already completed structures and an additional building in the new area of growth concentration.

The district strives for excellence in education and has established many experimental programs and innovations in attempting to get the most return on funds invested. There is an active curriculum council which is directed by the assistant superintendent as well as the entire elementary faculty during the course of its deliberations.

The need for a new social studies program for grades K-6 was the major reason that the committee was formed. The committee included a representative of each elementary school, comprising twenty members in all including the chairman. The first task was the formulation of a philosophy pertaining directly to the social studies program. The first three meetings were held for this purpose with ideas submitted by all members of the committee. Committee deliberations led to several agreements concerning goals of the social studies program. One goal was to enable the children to think toward the development of a world in which all people may live in dignity. The goals of learning should be the construction of a future world system which ideally permits full realization of human dignity: that state in which all persons enjoy material well being; the benefits of education; access to information; freedom from oppression and violence; participation in decisions affecting their lives; and a respectful, nourishing, and fulfilling relationship with all life forms and their environment. Due to recent developments in the ecological fields, the committee felt that this point should be noted.

Learning experiences should be designed to help children understand the processes and causes of change through the careful analysis of all available data. It is pertinent that learning experiences enable the child to effectively participate in the process of change, which is ever on-going.

This approach should foster the development of a value

system which accords human dignity to all people and produces empathy with and compassion for other human beings of other cultures, both in their own country and abroad.

The social studies, through all of its disciplines, should introduce several basic concepts to students of all nations and all cultures. These include the idea that mankind is a single species with basic common needs and that the world is a global system incorporating many human cultures and subsystems. Human and cultural differences should be studied and appreciated as part of the total human experience.

Children must be able to recognize and define problems, to gather and apply data in order to comprehend problems, to conceptualize and work on solutions, to evaluate various plans according to a value system which encourages commitment to positive action. Students possessing such skills might utilize them to build a world system in which human life is valued above institutions, respect for individual freedom valued above political ideology, and justice valued above order.

Learning situations should provide the child with opportunities to select subjects and modes of study and encourage his internalized as well as his active participation in the learning process. Children must be helped to understand themselves and others and permitted to discuss and reflect upon the nature of self and of others. Such reflections can be vital to the child's ability to build his own learning structures and to become a reflective evaluator of his own learning. A

great deal of effort and consideration has resulted in the development of teaching units on interpersonal relationships at all grade levels to bring about this very thing. Prior to understanding the motivations and drives of others, a person must first be ultimately aware of himself as an individual.

Content should be based upon the realities of the life of the child, his community and world society. Controversy, conflict, and serious problems must be as much a part of a child's in-school learning as they are of his out-of-school learning. Such education implies the need to overcome unnecessary barriers among the disciplines and to create knowledge in a way which will contribute to the realization of the desired future world system. The creation and use of such knowledge should encourage the development of the highest levels of cognition which can produce the kind of affective learning experiences which lead to changes in behavior and hopefully to desired social change.

Philosophy

The philosophy of social studies is to bring the child to the fullest development in his knowledge of, appreciation for, and attitudes toward man and his achievements of his environment; to enable him to become a more effective citizen in his own democratic society; and to give him an awareness of his heritage, a concern for the present, and a preparation for the future.

The various social studies disciplines--anthropology,

psychology, economics, sociology, political science, history, and geography--combined with learning experiences should equip the child with an ability to participate effectively in the process of change. This should help him to develop a value system which accords human dignity to all persons and produces empathy and compassion for other humans of diverse cultures, both in his own country and in other parts of the world. Understanding and appreciation of the rights and beliefs of all peoples is paramount to any social studies program.

SECTION II

Log

Date - September 21, 1970

Purpose -

To obtain opinions of secondary social studies teachers as to what should be some of the goals of an elementary social studies program.

Discussion

Aside from a discussion of general skills which the teachers regarded as being helpful, the main topic seemed to be interest. It was the considered opinion of these people that children have no interest, nor even a tolerance for, social studies when they reach the secondary levels. Their statement regarding the proposed program was, "Make it come alive for the children". I feel this was significant, and a definite point of future consideration by the committee. This meeting was most helpful.

Adjournment -

5:15 p.m. Members of the secondary staffs were thanked for their contributions by Chairman Edmunds, and were informed the committee would keep in contact with them.

Date - October 14, 1970

Purpose -

General discussion concerning the program as to type,

structure, and content.

Discussion -

The committee was of the opinion that the new social studies curriculum for the elementary schools should include all of the disciplines, such as anthropology, economics, political science, psychology, history, geography, and sociology.

There were many opinions as to which book to adopt; in fact, a few, who were obviously not interested suggested we order the new edition of the series we already had. This was not acceptable to those really concerned and interested in the program, and it was finally agreed to survey a number of series. A committee of two plus the chairman agreed to write a philosophy for the program for consideration of the rest of the group.

Toward the end of the first general meeting of the committee, the thought was proposed that prior to receiving the different series, it should first be decided exactly what type of program would best meet the needs of the children of the district.

Adjournment -

5:15 p.m. The committee agreed to meet two weeks hence on October 28th, at 3:45 p.m.

Date - October 28, 1970

Purpose -

To discuss what type of program would best suit the

needs of the children of the district.

Discussion -

The fact was pointed out that children of many divergent cultures and ethnic backgrounds were being served in the district. Already trouble with racial overtones had been noted in the high school and junior high. Even the elementary school was not immune to this problem. Committee members discussed the need for some type of program to help children appreciate themselves as persons and to attain tolerance and understanding of others.

It was at this point that the proposal for an inclusion of ethnic studies and inter-personal relationship be incorporated in the program. Such a program was in effect in the Park Forest schools with a center for ethnic studies already established.

Our guidance counselors, one of whom was present, were asked to gather materials, and help complete a rationale for a program of inter-personal relationships.

Adjournment -

5:00 p.m. Next meeting was scheduled for November 11th,
at 3:45 p.m.

Date - November 11, 1970

Purpose -

Further discussion of program in relation to needs of the children of the district.

Discussion -

The counselors have not had sufficient time to organize materials and a proposal for the personal relations portion of the program. Mr. Allen, our counselor, indicated they were working on it.

Another topic of importance arose at this time and this was the necessity that the material be at a reading difficulty level appropriate to each child. It was quickly pointed out that these series were not organized this way, and even those companies supposedly gearing their books to a multi-level approach cannot possibly meet the needs of individual children.

This was a valid point and the proposal was made by the chairman that many types of materials be adopted rather than just a series, and a text book for each child.

Funds could be more wisely allocated and spent on audio-visual materials, trade books and other items interesting to children, yet easier to comprehend.

Some teachers are programmed to the text book approach and stated their reluctance to propose a program of this type. For one thing much more planning time would be required of the teachers and each would have to innovate new ideas.

The majority of the committee felt this had merit, however, and the meeting ended with the idea that each committee member survey others at his grade level

regarding this type of approach.

Adjournment -

5:30 p.m. The next meeting is scheduled for
November 25th, at 3:45 p.m.

Date - November 25, 1970

Purpose -

To review the proposed philosophy and final considerations of the program, prior to having book representatives present the series. Also, a report from each committee member on teachers' opinion concerning the multi-material program.

Discussion -

Mr. Allen, our counselor, indicated that his department was working on material for ethnic studies and interpersonal relationships.

The committee reviewed and discussed the philosophy written by the sub-committee. It was accepted and voted on as such. There is no reason to insert the philosophy here because it can be found in Section I of the paper.

Of particular concern during this meeting were the opinions the teachers gathered from their colleagues. Consensus seemed to indicate enthusiastic acceptance on the part of the primary people because they were used to working without textbooks anyway. Intermediate teachers expressed some reluctance but were generally

in favor of it. The committee at this time voted to proceed with the multi-material approach.

Adjournment -

6:00 p.m. The committee decided to meet on December 9th, and have the first presentation from Field Enterprises. Chairman Edmunds indicated he would make the arrangements.

Date - December 9, 1970

Purpose -

Field Enterprises was scheduled for today and review of their materials.

Program -

The consultant from Field Enterprises related the merits of the program, complete with a demonstration and explanation of materials and general approach. It was inter-disciplinary in scope and included student skill kits at the first three grade levels with beautifully illustrated prints for kindergarten. There were questions directed to the consultant and he responded in detail. After the formal presentation the teachers examined materials and discussed them informally in small groups and with the salesman.

Adjournment -

5:15 p.m. Next meeting was scheduled for 3:45 p.m. for December 16th, to discuss the merits of the Field program. Mr. Edmunds was also asked to schedule presentations from Scott Foresman, Harcourt and Brace, Laidlaw,

Contra Costa, S. R. A., and Silver Burdette.

Date - December 16, 1970

Purpose -

Discuss the merits of Field Enterprises.

Discussion -

As this was the second meeting for the week, it was to be relatively short. Teachers felt that the primary materials because of the illustrated poster prints and filmstrips, were excellent. However, nothing of the sort was available at the intermediate level for consideration and the reading level in the textbook was deemed too difficult at all levels.

Primary teachers felt the kits and illustrations would be very useful to their programs and they could be purchase as supplementary materials.

Adjournment -

Meeting adjourned 4:45 p.m. Chairman Edmunds indicated presentations were arranged with Scott Foresman, Laidlaw, and Harcourt and Brace. Next meeting scheduled for January 6th, at 3:45 p.m.

Date - January 6, 1971

Purpose -

Presentation of Scott Foresman materials.

Discussion -

The Scott Foresman consultant presented the program in detail and it was discussed. Scott Foresman has a

multi-disciplinary approach instead of inter-disciplinary which has each discipline taught independently of the others. For instance, pamphlets entitled economics, sociology, history, etc. were available in units of study for each discipline. Some of the intermediate teachers liked this approach. Primary teachers did not. The reading level was considered by all to be difficult and they did not like the teacher's guides at all.

Adjournment -

Next meeting January 13th. Harcourt and Brace will present their materials at this time.

Date - January 13, 1971

Purpose -

Review Harcourt and Brace materials. Hear a report by Chairman Edmunds on arrangements for visiting the Park Forest Contra Costa program during the week of January 27, 1971.

Discussion -

The consultant from Harcourt and Brace presented the materials. The program was inter-disciplinary in nature, but the reading level was more difficult than any of the others. Some teachers indicated they thought the teacher's guides were good.

Mr. Edmunds, after the consultant had left, notified the committee members as to the schedule arranged for their visitation to the Park Forest 163 Contra Costa

Social Studies program.

Adjournment -

5:00 p.m. Next meeting January 27th. Laidlaw's program is scheduled to be discussed.

Date - January 27, 1971

Purpose -

Laidlaw presentation.

Discussion -

Of all the programs presented thus far, the committee felt that Laidlaw was the best for our purposes. The reading levels, though not ideal, were better than any of the others, and the teacher's guides were excellent. The materials were inter-disciplinary in approach and attractively illustrated.

Committee members decided to have colleagues review all of the materials reserved so far and agree on at least two. All of the companies had sent complimentary examination copies for each grade level to each school, so a sufficient amount of materials were available.

Adjournment -

5:50 p.m. The next meeting was scheduled for February 10th.

Date - February 10, 1971

Purpose -

Of primary consideration during this period was feedback from the teachers regarding the materials,

especially Laidlaw. A report on the Park Forest Contra Costa program was also on the agenda.

Discussion -

Teachers indicated their colleagues were very enthusiastic about the kits and color prints from the Field Enterprises Corporation and the materials from Laidlaw. It was decided that one of the series presented, perhaps Laidlaw, would be adopted and its continuum used as a district guide. Supplementary materials would be purchased to enhance the program in all discipline areas as well as that of inter-personal relationships and ethnic studies.

Committee members who visited the Contra Costa program had mixed reactions. They did not like the fact that it was somewhat unstructured with few guidelines. They appreciated the multiplicity of materials.

Committee members were asked to meet with their colleagues at grade levels to begin collecting supplementary materials.

Adjournment -

5:00 p.m. The consultant from S. R. A. was scheduled for February 24th.

Date - February 24, 1971

Purpose -

The purpose of this meeting was the presentation of the S. R. A. Social Studies Program.

Discussion -

The S. R. A. consultant presented his materials which were especially strong in the area of ethnic studies and inter-personal relationships. After some discussion, the committee felt it would be prudent at this time to survey the faculty with the recommendation of Laidlaw as the continuum adoption and S. R. A. materials for ethnic studies and inter-personal relationships. The thought was that materials of a supplementary area needed to be ordered and time was of the essence.

Adjournment -

5:30 p.m. A questionnaire was sent by each committee member to people in his respective school regarding program adoption, with the results to be tabulated and sent to Chariman Edmunds. Next meeting was scheduled for March 10th.

Date - March 10, 1971

Purpose -

Discuss results of questionnaire.

Discussion -

Consensus of opinion was that the district adopt Laidlaw's continuum and order 10 books per classroom. All other material would be supplementary in nature and ordered by teachers meeting together for planning purposes at grade level.

Adjournment -

4:30 p.m. The next meetings will be with committee members acting as chairmen of individual grade level meetings for the purpose of ordering supplementary material. These will be held in individual schools. Chairman Edmunds was to inform the administration of the committee recommendation decisions. A general meeting will be held March 31 at 3:45 p.m.

Date - March 31, 1971

Purpose -

Report on Board of Education adoption of program proposal.

Discussion -

The school board accepted the committee's proposal on the recommendation of the central office administration and formally adopted it as stated.

Subsequent meetings will be held as needed and certainly will continue in September, 1971 to begin evaluation of the program.

Five teachers of the committee were chosen to organize the continuum into workable teacher's guides and incorporate units in ethnic studies and inter-personal relationships over the summer. They would be employed by the district for 20 hours at a compensation of \$100.00 per teacher. The work was under the supervision of Chairman Edmunds who was scheduled to meet with the

staff on designated Friday afternoons through the summer.

Adjournment -

4:45 p.m.

Silver Burdette was never contacted because the committee felt it was not necessary. Representatives from Laidlaw, S. R. A., and Field Enterprises went to some of the individual schools upon request to further explain certain portions of their respective programs. These meetings were not with the committee as a whole, so therefore they are not included in this log.

SECTION III

Selected Activity Analysis

After arriving at a philosophy, the committee met with members of the junior high and high school social studies staffs in order to solicit ideas and maintain areas of concentration and continuity in the program. The teachers involved seemed interested and were willing to participate. Each turned in recommendations concerning the necessary skills for future success in the junior high and high school programs.

One of the main contributions of this meeting was a concern by the secondary teachers of the attitudes pertaining to social studies expressed by students when they entered high school. Apparently, many high school students do not consider social studies important. There is little apparent interest in the subject, in spite of a need for concern, particularly in relation to human dignity and concern for other people, especially those of different ethnic backgrounds.

The secondary teachers recommended that efforts be made in the area of inter-personal relationships, which certainly was going to be considered from the standpoint of the philosophy that materials be selected which would present content in such a way that interest could be created and a general appreciation for the subject on the part of the children be fostered. One teacher, for example, suggested the use of trade books of the classics on an elementary level utilizing

the reading, discussion and acting out through skits and plays the actual concepts of the content being presented. They favored a multi-level approach and concurred with the idea that all of the social studies disciplines should be included in the selection of materials.

Following the adoption of a philosophy and entertaining recommendations and suggestions from the secondary staff, the committee began to meet regularly, every other Wednesday at 3:15 p.m. at the central administration office. Always, prior to any such meeting, each member received an agenda from the chairman.

The only variance from the Wednesday schedule was if a representative from one of the seven programs evaluated could not make a presentation on that particular date. In that event, which occurred only twice, the committee met with the representative in the elementary school of the chairman.

It is pertinent at this point to inform the reader of the structure composing the committee and exactly why it was formed in the manner in which it was.

Under the superintendent of curriculum was an active council comprised of the various department chairmen throughout the district. All were secondary people except the guidance chairman who was also an elementary counselor. An elementary principal attended curriculum council meetings representing the elementary schools.

Every teacher in the district, both secondary and elemen-

tary, was on a committee for curricular improvement and study. At the secondary level, it was relatively simple because teachers automatically became members of their respective department committee. For example, English teachers would be on the English Committee.

In the case of elementary teachers, the process was not simple, nor was it especially complex. The situation was that if one voiced a preference to work in an area such as language arts or mathematics he would, for the most part, be allowed to serve on that committee. If no preference was forthcoming, the assistant superintendent in charge of curriculum assigned the individual to one of the categories, and on released time days such as institute days, etc., they met either as committee groups or grade level segments and worked on revising the curriculum guides.

Regarding the social studies committee, it was apparent at once that some of the twenty individuals were apathetic toward the initial task at hand. The chairman, who incidentally had no voice as to who was on the committee, asked the assistant superintendent for permission to continue with only the ones interested and willing to work.

As everyone had to be on one of the curriculum committees, it was decided that the social studies group should remain intact. This, in essence, was the background of the committee scheduled to formulate a new social studies program.

Early agendas dealt with the problem of reviewing the

current program and deciding what direction to pursue in the future. It was generally agreed that change was in order, if for no other reason than the fact that the textbooks were over five years old. The point was made (probably justifiably so) that many social studies classes followed the textbook and that in many instances not much was being done innovatively, especially in the areas of building values and attitudes, and understanding of people and their contributions to mankind.

There was some disagreement to this conclusion, and it became evident that some were very concerned about not retaining the textbook approach. They were threatened by the thought of anything new. This is true of many people when they are faced with the possibility of not having the text to rely on.

Others proposed a new approach utilizing many types of materials such as textbooks (but not one of each kind for each child), audio-visual aids, and trade books on graduated reading levels. Committee members asked themselves why every child in the class should have the same book when some of them did not possess the reading skills necessary to cope with the material. Such children may be at their frustration level, and derive nothing useful from the text.

It was decided that members of the committee would discuss the various approaches with their colleagues and obtain their ideas and feelings. For the most part, the majority of teachers (approximately four out of five) favored the multimedia approach, though very cognizant of the fact it would

require more work for the individual teacher.

A few disinterested committee members began to miss meetings with a variety of excuses. There remained a dedicated core of fourteen which adequately represented all of the schools and each respective grade level. The chairman allowed this to occur because this created an atmosphere among the remaining members more conducive to accomplishing the task at hand.

The committee began intensive discussion as to what should be included in the program with the following conclusions made:

1. The approach would incorporate all of the social studies disciplines--anthropology, economics, history, geography, political science, and psychology--thus creating an inter-disciplinary program as provided for in the philosophy.
2. A textbook would be adopted and its continuum utilized as a district guide, but only ten books would be purchased per classroom. This amount was open to variation, but certainly a text would not be provided for every child.
3. Quality multi-media materials should be made available in quantity, i.e., trade books, and audio-visual aids on every subject included in the program, and other texts and manuals would be purchased by teachers at grade levels in each school. This should

be a cooperative effort in each respective school to avoid duplication. Materials would then be housed in the learning centers and catalogued and made available for teachers and children.

4. The important and timely inter-personal relationships program was to be developed with the assistance of guidance personnel who provided expertise in the area. Briefly, this encompasses understanding and appreciation of the self, understanding feelings and other people, and developing values and attitudes. In conjunction, inter-personal relationships would involve the contributions of various ethnic groups. Each unit should include the culture, achievements, customs, and things in common in order to promote more comprehension and appreciation by the children. This is an important aspect of the human relations programs.

After concluding deliberations as to the type of program desired, the next task was to adopt a textbook and its continuum. Seven companies sent representatives upon request from the committee to present their programs for consideration, or enabled the committee to view the program elsewhere.

The series included S. R. A., Harcourt and Brace, Field Enterprises, Scott Foresman, Silver Burdette (which was later cancelled), Laidlaw, and Contra Costa. All were traditional approaches except Contra Costa developed by that county in

California. The program is not textbook oriented and the units were written by the staff in that county. This was a very interesting approach and the committee plans to utilize some portions of it, especially the materials they have developed for ethnic studies.

The Contra Costa program, now under the auspices of the Addison Wesley Company, is in use in Park Forest, Illinois, which also has a Title III grant for an Ethnic Studies Center, and their materials are available for people in surrounding districts to use, including free access to films and filmstrips.

Each of the traditional series claimed to incorporate all of the disciplines, either "inter" or "multi", whichever the case may be. The difference between the two is that an interdisciplinary text would have all of the components entwined and integrated with each other in a complete program.

Multi-disciplinary is best represented by Scott Foresman who supplies pamphlets actually depicting the work of the anthropologist, the political scientist, etc.

The assumption was made, (probably correctly so), that all of the series represented had scholarly authorship and authentic up-to-date material. Cost factors were considered and determined to be insignificant.

Upon examination of the various materials, it was revealed that there is no consideration for the wide range of reading levels and abilities. For instance, in a sixth grade class, the reading level range might be from 2.6 to 8.9 which could

not be compensated for in any one book. This was a primary reason for a multi-media approach.

Other important considerations were the teacher's guides offered by the various programs, and the continuum suggested.

All of the series were discussed and examined by the committee members, who in turn, took them into each school and reviewed them at length in grade level meetings with other teachers so the combined thinking of everyone could be taken into account for the final selection.

The Committee and staff members decided they wished to have another presentation from three companies in which the consultant was asked to review the respective program more in depth. The three were: Laidlaw, Field Enterprises and S. R. A. S. R. A. was in contention for one part and that involved its excellent units on inter-personal-relationships.

After further review of the series and another presentation the committee and staff chose Laidlaw from the standpoint of having the reading level best applicable to the children of the district. It has an inter-disciplinary approach and contains excellent teacher's guides and an appropriate continuum.

Having arrived at a decision it was the responsibility of the chairman to inform the other administrators and the assistant superintendent in charge of curriculum of the committee recommendations and the textbook adoption. Such a presentation was made at an elementary principal's meeting the latter part of March. It is administrative policy to encourage teachers

to help make decisions on the various programs, and the administration felt the committee had been very diligent and had proposed a program of merit. They had been kept informed as to progress and thinking of the committee throughout the year so the type of program decided upon was no surprise to any administrator.

The administration accepted the program as proposed and a cost factor was given the teachers for planning purposes. Each classroom teacher could base his order for materials on \$5.00 per child. This would include the textbooks and multimedia materials combined.

Committee members began to meet at grade levels in each school to plan with those teachers the materials they wanted. For example, in the chairman's school there were, in some instances, four sections per grade. These teachers worked together and ordered a quantity of materials so as to avoid duplication. This was a new concept for many people because they were not used to choosing their own materials. Other buildings responded accordingly and material requests were placed on purchase orders at the stipulated amount according to estimated enrollment for the 1971-72 school year.

A further committee recommendation, which was accepted by the administration, was that seven social studies committee members representing each grade level should work for a period of twenty hours over the summer at the sum of \$100.00 per person in compensation to develop and organize the program into

teacher's guides available for the fall.

The regular program using the Laidlaw continuum needs to be coordinated and integrated monthly with units on inter-personal relationships and ethnic studies. Due to the fact that free filmstrip is available in the Ethnic Studies Center in Park Forest, Illinois, there was the need for careful planning. With five elementary schools it is pertinent to have staggered units on ethnic studies by schools, to insure probability of getting them. This is one of the functions of the committee.

Of primary concern is to have the guides available in the fall so a new teacher can come in and utilize the guide with few difficulties.

Committee members further recommended that they meet next year to discuss the program, consider revisions, and act as resource personnel to the other staff members. They suggested important feedback from teachers and students to be placed on the agendas for discussion and evaluation. It is presumed that the committee will meet when the 1971-72 school year begins.

Final approval was given by the Board of Education who accepted the program as proposed upon the recommendation of the assistant superintendent in charge of curriculum. Board members were fully informed as to all aspects of the program and stated that the committee had done a very professional job.

Of interest here from the standpoint of community support of programs in the district is an incident worth noting. The

chairman of the committee at the last meeting of his P. T. A. executive board in May, prior to the close of school, gave a presentation of the proposed new program. P. T. A. board members were very receptive to it and responded to a request by the chairman to subsidize the program in his particular school. A sum of \$700.00 was approved immediately with the promise of more during the coming year. This money will be used to purchase materials for the inter-personal relationships program.

Other P. T. A. groups will probably respond in kind. This happens to be a very active group; wealthy from many fund raising projects including a large fun fair each year, and all profits go to enhance programs and to purchase equipment upon recommendation of the principal.

It is pertinent at this point to devote a portion of this paper to the all-important human relations aspect of the program. Ethnic studies and inter-personal relationships are almost synonymous, because they complement each other. The committee, with assistance from the guidance department, recommended the use of the following materials and programs as part of the proposed program:

1. Primary K-3

- A. Developing understanding of self and others (DUSO)

- B. Kindle Sound Filmstrip Series

- C. Supplementary Materials

1. Human Development Program

2. Focus on Self Development Stage One:

Awareness.

3. Words and Action

4. Moods and Action

D. Developmental Vocational Guidance Program

2. Intermediate 4-6

A. Social Science Laboratory Units

B. First Things: Sound Filmstrips Program

C. Human Development Program

D. Developmental Vocational Guidance Program

It was suggested that each building include these items in the social studies budget to allow for effective use at each grade level. These efforts should be coordinated through each building grade level and the counselor.

Developing Understanding of Self and Others (DUSO) is a program of activities, with an accompanying kit of materials, designed to help children better understand social-emotional behavior. DUSO is intended for use by the regular classroom teacher in the kindergarten and primary grades. The program can be presented effectively by teachers without special training.

DUSO is structured so that teachers may use the program on a daily basis throughout the complete school year. As an alternative, the teacher may select activities from the total program to fit the specific needs and interests of her group.

The DUSO activities make extensive use of a listening,

inquiry, experimental, and discussion approach to learning. A variety of activities include role playing, puppet play, group discussion, supplementary reading suggestions, music, and art. Since the activities are highly varied, the children's interest in the program is maintained.⁴

The total program is organized around eight major themes. Each theme provides the focus for one of the eight units. The eight unit themes are:

1. Understanding and Accepting Self

This unit is designed to help the child appreciate himself as a unique individual, worthy of respect by others as well as by himself. It also focuses on assisting the child to discover his strengths and at the same time to accept some lack of success in his endeavors.

2. Understanding Feelings

In this unit the children are made more aware of their emotional life and encouraged to talk about both positive and negative feelings. An emphasis is placed on each child's becoming increasingly aware of his feelings and becoming sensitive to the feelings of others. This is accomplished in the unit activities which center around sharing with others,

⁴Don Dinkmeyer, Developing Understanding of Self and Others (Circle Pines: American Guidance Services, Inc., 1970) pp. 7-12

expressing feelings, and making friends.

3. Understanding Others

This unit is designed to help children understand the relationship between their own world and the world of others, thus helping them move from self-centeredness to social interest and to becoming socially responsible. The unit activities also help children understand what makes people acceptable and unacceptable in a group.

4. Understanding Independence

This unit helps children understand that they must make choices involving value judgements, standards of conduct, and courses of action. They learn to appreciate the relationship between their behavior and its consequences.

5. Understanding Goals and Purposeful Behavior

This unit is designed to increase each child's understanding of the need for a courageous, resourceful approach to the attainment of his goals. It also helps children to become aware of the relevance of tasks involving home, school, and the community for their present and future goals and to see the value of planning for the accomplishment of these tasks.

6. Understanding Mastery, Competence, and Resourcefulness

This unit focuses on each child's need to understand his capabilities realistically. It also helps

children realize that competency and achievement are the products of desire and ability.

7. Understanding Emotional Maturity

In this unit the teacher helps the class to explore the purposive nature of emotions. More courageous and effective responses to stress and change are emphasized.

8. Understanding Choices and Consequences

This unit helps children understand personal integrity in relationship to group pressures and personal standards. Children learn that feelings, values, and behavior are related. Children learn to recognize and accept the consequences of their own behavior.

The materials for the DUSO kit D-1 are contained in a 20" x 15 3/4" x 4" metal carrying case. These materials include the following:⁵

- | | |
|---------------------------|--------------------------|
| 1. Manual | 5. Puppet activity cards |
| 2. Two Story Books | 6. Puppets (eight) |
| 3. Records or cassettes | 7. Puppet props |
| 4. Posters | 8. Role playing cards |
| 9. Group discussion cards | |

⁵Ibid.

The Kindle Sound Filmstrip Series concerns itself with the special world of small children in their own environment. It recognizes that children are people now and that childhood is not an ailment for which the only cure is growing up. It seeks to stir the child's sense of wonder, imagination, curiosity, and enthusiasm.⁶

The primary aim of the Kindle series is to help the young child understand himself, and feel good about himself. The focal point is the individual as a unique being: What makes you you? How did you get that way? How can you become more you?

Kindle series was created to increase the child's awareness of himself in relation to his own world - both to the people around him and to the elements that make up his environment. The program helps develop social sensitivity by awakening the child's awareness of himself in relation to others and an awareness of the rights and feelings of others. Each unit is a series of five filmstrips. They are inter-related, but yet remain independent. They may be used in any order and in many ways.⁷

⁶Maria Callas and Edward Carini, How Do I Learn? and Who Am I? (New York: Scholastic Magazines, Inc., 1970) pp. 1-2

⁷Ibid.

Unit 1. "Who Am I?"

Series of impressionistic visual essays exploring the concept of self.

- A. The Joy of Being You
- B. Nothing is Something to Do
- C. Do You Believe in Wishes?
- D. All Kinds of Feelings
- E. People Packages

Unit 2. "How Do I Learn?"

Introduces the child to specific ways of coping with the day-to-day tasks that are in his real world.

- A. Do You Forget?
- B. Figuring Things Out
- C. Making Mistakes
- D. What Next
- E. Who's Afraid

Focus on Self Development Stage One: Awareness is a developmental program designed for use in the classroom by the classroom teacher. The overall objectives of Focus are to lead the child toward an understanding of self, an understanding of others, and an understanding of the environment and its effects. The following are specific units offered in the program.⁸

⁸Ibid.

- A. Physical Attributes of Self
- B. The Intellectual Self
- C. The Emotional Self
- D. The Social Self
- E. Awareness of the Environment Through Hearing
- F. Awareness of the Environment Through Seeing
- G. Awareness of the Environment Through Smelling and Tasting.
- H.
 - 1. Awareness of the Environment Through Touch
 - 2. The Importance of Cooperation
- I. Groups and Interaction of Group Members
- J. Interaction of Family Members
- K. Qualities of Older Children
- L.
 - 1. The Unique Qualities of Another Person
 - 2. Unique Personal Qualities
- M. The Problem Solving Process
- N.
 - 1. The Needs and Interests of Other People in Relation to Those of Self
 - 2. Sharing
- O.
 - 1. The Possible Consequences of Decisions
 - 2. The Effects of One's Own Decisions on Other People.
 - 3. Identification of Problems
- P.
 - 1. Factors that Influence Behavior and Attitudes of Other People.
 - 2. Factors that Influence One's Own Behavior and

Attitudes

3. Elements in the Environment that Affect Behavior and Problem Solving
4. The Problem Solving Process
- Q. 1. Factors that Influence Behavior and Attitudes of Other People II
2. Factors that Influence One's Own Behavior and Attitudes II
3. The Problem Solving Process

R. Causes of Behavior

Components Found in the Focus Program

1. Teacher guide
2. Filmstrips with accompanying records
3. Story records
4. Photoboards
5. Pupil Activity Book, "Here I Am"

The Human Development Program is a curricular approach for educational programs which is designed to give children the opportunity to become constructively involved in developing their own personal effectiveness, self-confidence, and an understanding of the causes and effects in interpersonal relationships. The program capitalizes on the basic drives of children to achieve mastery and gain approval.

The Human Development Program incorporates what master teachers do every day to instill responsibility and self-confidence in children. It is a systematic plan which reduces

the chance factor for growth in the affective domain. The scope and sequence of the lessons provide experiential activities for the development of skills in children needed for effective personal adjustment, success in academic endeavors, and other life challenges. The child learns to appreciate what others do for him. He is permitted to be honest about his resentments instead of learning to deny their existence or to repress them. For twenty minutes each day the learning climate for the children is open and free. Security is in the "magic circle".

In the "magic circle" the children and their teacher, who serves as leader/facilitator, verbally explore themselves and each other each day through group interaction in activities related to specific goals. These goals are met by using group techniques tailored for elementary school children. Throughout the twenty minute session an atmosphere of acceptance prevails. Children are encouraged to share their feelings genuinely and to learn to listen and observe others.

The teacher's role is to begin the activity by explaining the topic for discussion and, if necessary, to demonstrate what is expected of the children by "going first". After each child has had an opportunity to participate, the teacher helps the children to review and summarize what was learned in the session. Progressively, the teacher says less in each session thus giving more of the responsibility to the children as they are ready for it. Sample "magic circle" topics are:

"It made me feel good when....."

"I made someone feel bad when I....."

"Something I do very well is....."

"What can I do for you?"

In preschool and kindergarten the children participate in "Mastery" sessions in the "magic circle" which are specifically designed, by giving them deserved positive feed-back to enhance their feelings about their own ability to manipulate their environment, thus building their self-esteem.

The design of the Human Development Program is a developmental curriculum in the area of affective education. The experiences at each level prepare children to move into each sequential level progressively. The program is much like a developmental reading program in that the skills learned at one level form the foundation for growth in the next.

Even though the program is designed to begin with four-year olds, the program may be inaugurated at any level. However, it is the opinion of the authors that when a program is initiated for the first time, say by a third grade teacher, that she begin with Level B. She will need to adapt some of the activities in Level B and may condense the Level B activities into one semester before going into Level I activities. Some groups of children in the upper grades may develop even faster, depending upon their experiences.

The schematic on the following page presents the design of the total program available at this time. Levels IV, V,

and VI for grades four, five and six are in the development stage and will be available late in 1971.

Units Included in the Program

Unit I. Communication

1. Pleasant Feelings
2. Pleasant Thoughts
3. Positive Behavior

Unit II. Development of Mastery

1. Mastery in Language
2. Mastery in Quantitative Concepts
3. Mastery in Gross Motor Coordination
4. Mastery in Performance Skills
5. Mastery in Personal Hygiene
6. Mastery in Social Comprehension

Units III and IV. Social Interaction

1. Understanding Approval-Giving Behavior
2. Understanding Disapproval-Giving Behavior
3. Understanding Approval-Getting Behavior
4. Understanding Disapproval-Getting Behavior
5. Learning to Offer Kind Behavior
6. Learning to Ask for Kind Behavior

Unit V. Communication

1. Pleasant Feelings
2. Unpleasant Feelings
3. Pleasant Thoughts
4. Unpleasant Thoughts

5. Positive Behavior
6. Negative Behavior

Unit VI. Development of Mastery

1. Mastery in Language
2. Mastery in Quantitative Concepts
3. Mastery in Fine Motor Coordination
4. Mastery in Performance Skills
5. Mastery in Personal Hygiene
6. Mastery in Social Comprehension

Words and Action is a program of role-playing photo-problems that stimulates verbal and action responses from young children. The program affords children an opportunity to explore alternative ways of behaving in typical everyday social situations. Pupils themselves discover social alternatives, values, behavior and language skills essential in school, at home and in the community.

The program consists of (1) 20 photographs 17½" x 23" mounted on 10 heavy, durable display boards and (2) a comprehensive 88 page Teacher's Guide. Both are housed in a sturdy easel box with its own slip case.

The Social Science Laboratory Program offers many exciting possibilities for teaching intermediate grade social studies. A modified laboratory approach is employed, that is, the classroom becomes a laboratory for guided inquiries into the causes and effects of human behavior. Seven units focus on relevant areas of social psychology. The first unit, Learning

to Use Social Science, introduces children to the work of social scientists. It presents the basic methodology that is used in subsequent units. The units can be taught in any sequence desired after Unit I has been completed.

Each of the other six units concentrates on a specific behavioral situation. One or more units can be easily incorporated into existing social studies curriculum. From four to six weeks are required to complete one unit. Individual units can be taught over a two or three week period in any preferred order, but one should always begin each year with a review of Unit 1.

Major techniques of data collection, interview and questionnaire are presented in the first unit. Pupils learn to collect, record and tabulate data about themselves, their classmates and others. They analyze the results of that data and learn how to present their findings.

All units feature behavior specimens for observation by pupils. Behavior specimens are nothing more than a simulated example of human interaction. They serve as a stimulus for inquiry. Most projects will extend over several class periods and each is followed by a number of exercises that probe a student's ability to apply his new learning.

Description of the Various Units

- I. Learning to Use the Social Science. This unit presents some of the tools and methods the social scientist uses. Children learn how to approach the

study of human behavior with objectivity of scientists. This unit is a pre-requisite to the other units.

- II. Discovering Differences. Pupils identify biological and cultural differences between individuals and groups. They inquire into the causes and effects of making pre-judgments about differences. In this way they discover how stereotypes develop.
- III. Friendly and Unfriendly Behavior. Students inquire into the feelings and intentions underlying friendly and unfriendly behavior. This unit is intended to help students understand in an objective manner these important aspects of social interaction.
- IV. Being and Becoming. This unit gives the student an opportunity to study his own growth and development. In the study, children recognize the simultaneous demands of being one age and becoming another. How interaction between heredity and environment influences development is explored.
- V. Individuals and Groups. Children observe the dynamics of group process. They also acknowledge the problems encountered by an individual when he becomes a member of the group. Three types of group leadership (autocratic, democratic, laissez faire) and three types of members (deviant, mode,

slider) are subjects for inquiry.

VI. Deciding and Doing. Students observe some of the ways that individuals and groups carry out their decisions. They attempt to establish the causes of successful and unsuccessful outcomes. They discover the common problems that people have with the decision-making process.

VII. Influencing Each Other. Pupils examine the five bases of social power. They study reasons for accepting influence and learn why some influence attempts are more successful than others. Group ignorance and the halo effect are also topics for inquiry.

Components of the Social Science Laboratory Units:

1. Social Science Resource Book
2. Project Books
3. Records
4. Teacher's Guide
5. The Teacher's Role in Social Science

Investigation

First Things Sound Filmstrip Program introduces primary grade children to basic concepts of their social and physical environments. The initial series consists of five sound filmstrips that explore social studies concepts and procedures. The fundamental objectives of the series is to help each child grow in understanding himself and other persons as individuals

and as members of groups within the society. What a child feels, what he does and who he is, are influenced by both his individual nature and the groups to which he belongs. Each child has experiences in groups that significantly affect his personal and social growth. These experiences occur in his family group, play group, racial and ethnic group, school group, neighborhood group, etc. First Things offers an opportunity for the child to discover, analyze and discuss these experiences.

The filmstrips are segmented and the records are banded at strategic points, allowing the teacher to interrupt the filmstrip situation in order to involve the children in activities modeled by the filmstrip and explained in the teacher's guide. The activities are designed to interest the children in collecting and examining data about themselves, people with whom they come in contact, groups with which they are associated and relationships they have developed with these individuals and groups. First Things suggests ways to conduct social science laboratory activities in the classroom. The understanding developed in the filmstrips can be re-developed and extended further as the teachers and children participate in the activities suggested for following up each of the filmstrips. The following filmstrips are included in the First Things Series:

1. Guess Who's In A Group
2. What Happens Between People

3. You Got Mad: Are You Glad?
4. What Do You Expect of Others?
5. Who Do You Think You Are?

To further enhance the new program of human relations, material available at the Park Forest Center for Ethnic Studies will be purchased. These are teacher's guides at all grade levels which include lists of free filmstrips and films available at the center on the lives and contributions of people from different ethnic backgrounds.

Concurrent with all of the materials purchased it will be the responsibility of each individual teacher to plan, innovate and experiment with all aspects of the social studies program. Only in this way can it be successful and continually improve.

SECTION IV

Summary and Evaluation

The purpose of this project was to adopt a new Social Studies program for the elementary children of Crete-Monee School District 201-U. Committee members represented each of the five elementary schools in the district and all grade levels. They met approximately two afternoons per month.

During this time, a philosophy was formulated and adopted and a type of program, inter-disciplinary in scope, was arrived at.

Book series from Laidlaw, S. R. A., Scott Foresman, Harcourt and Brace, and Field Enterprises were reviewed by the committee. Members of the committee visited the Contra Costa program in Park Forest District 163.

The committee felt that it is of primary importance that a program of ethnic studies and human relations should be included. In the Crete-Monee School District there are people from so many diverse backgrounds and experiences that a program of this nature is imperative.

It was the consensus of opinion, after reviewing all of the series and a variety of materials, that Laidlaw be adopted and its continuum utilized as a guide. Furthermore, in order to have a program more realistic for each child, only ten books per classroom should be ordered.

The fact is that many children in any given classroom

cannot deal successfully with the reading level in a textbook. Expecting each child to read and comprehend in this manner is unrealistic and only tends to further frustrate and disillusion some children.

Therefore, the committee recommended that teachers at each respective level combine their planning efforts and order multiple supplementary materials, such as trade books and audio-visual aids. Such materials would correspond with the Laidlaw continuum but allow for individual differences in children.

It is the sincere hope of the committee that a program of this nature would foster teacher innovation and pupil interest and participation.

According to the results of the program adoption it is the opinion of the writer that it is the best possible program for the children of the district.

Committee members were able to sell the program to other faculty members and the writer kept the administration fully informed of progress and recommendations.

Of paramount importance was the inclusion of units on inter-personal relationships and ethnic studies. There is a special need for this type of appreciation for other people and their contributions to mankind, and learning to appreciate one's self as a unique individual.

In conclusion, it is the opinion of the author that the best program for meeting the needs of the children of the

district has been formulated.

All aspects of the social studies discipline have been incorporated into the program in conjunction with the important ethnic studies units and those of inter-personal relationships.

The committee worked diligently and made a valuable contribution to the education of the children of Crete-Monee 201-U.

Assistance and guidance were always provided by Dr. E. Thomas C. Jones, the Assistant Superintendent and Director of Curriculum. In order to be successful in a venture of this sort it is imperative to have the responsible person in central administration as a valuable contributor and in some instances a facilitator.

Recommendations:

1. The committee should be reactivated during the 1971-72 school year for evaluative and improvement reasons. It would be advisable for committee members to dissect each unit and discuss merits and adverse points after they have been tried in the classroom.
2. Funds should continue to be allocated for the program, in order for new and up-to-date materials to be purchased.
3. Opinions from teachers and students should be gathered and taken into consideration for improvement purposes.
4. In-service programs should be initiated to assist the

teachers in the area of teaching ideas and innovations. Also different consultants can make presentations regarding new materials and new trends in the field.

5. Every administrator should arrange to have his school placed on mailing lists, thus having new materials made more accessible to the teachers.

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I? New York: Scholastic Magazines, Inc., 1970
- Lieberman, Myron. Education As a Profession. Englewood Cliffs:
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Cliffs: Prentice-Hall, Inc., 1967

CRETE-MONEE SCHOOL DISTRICT 201-U

CURRICULUM GUIDE

SOCIAL STUDIES

GRADE 1

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
Self-Awareness	<p data-bbox="793 224 919 256"><u>Ideally</u></p> <p data-bbox="541 289 1150 354">The student will display the following observable characteristics:</p> <ol data-bbox="573 394 1161 1222" style="list-style-type: none"> <li data-bbox="573 394 1161 427">1. is capable of play and laughter. <li data-bbox="573 459 1161 524">2. responds favorably to his accomplishments. <li data-bbox="573 557 1161 621">3. show pride in successful school work and achievement. <li data-bbox="573 654 1161 719">4. explore surroundings and new equipment eagerly. <li data-bbox="573 751 1161 784">5. ability to make new friends. <li data-bbox="573 816 1161 849">6. is generally relaxed. <li data-bbox="573 881 1161 979">7. has a good estimate of his own abilities; accepts his limitations. <li data-bbox="573 1011 1161 1044">8. will view himself realistically. <li data-bbox="573 1076 1161 1222">9. will be able to show some degree of self control concerning tolerance for the rights of others. 	<p data-bbox="1528 224 1612 256"><u>Films</u></p> <p data-bbox="1241 289 1824 386"><u>Adventures of *</u> 11 minute, color 1957. Solomon R. Guggenheim Museum, N.Y. N.Y.</p> <p data-bbox="1241 418 1824 516"><u>Chairy Tale</u> 10 minute, b/w U of I #01289 1957. National Film Board of Canada</p> <p data-bbox="1241 548 1824 646"><u>Love Your Neighbor</u> 8 minute, color U of I #00475, 1952. National Film Board of Canada</p> <p data-bbox="1241 678 1824 824"><u>Hunter and the Forest</u> 8 minute, b/w U of I #00287 1955. Encyclopedia Britanica Education Corporation</p> <p data-bbox="1241 857 1824 922"><u>Martin & Gaston</u> 11 minutes, color U of I #50213, 1953.</p> <p data-bbox="1241 954 1824 1027"><u>Little Blue, Little Yellow Statue in the Park</u></p>

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
	<p>10. demonstrates a desire to achieve and be "first" or "best", but sees the importance of being willing to give others a turn.</p> <p>11. ability to discuss rules of conduct, decisions he makes, and problems that arise in the classroom.</p> <p>12. is able to assume responsibility for specific duties & takes pride in carrying them out.</p> <p>13. will assess the consequences of his own acts.</p> <p>14. will resist using others to achieve his own purposes.</p> <p>15. will use his freedom with integrity.</p> <p>16. can face failure, make a conscious effort to learn from failure, and continue in his effort to succeed.</p> <p>17. will protect the rights of others, recognizing that suppression of one persons ideas may lead to the suppression of others.</p>	<p style="text-align: center;"><u>Books</u></p> <p>Kruss, Ruth, <u>I'll Be You and You Be Me</u>, Harper, 1954.</p> <p>Sendak, Maurice, <u>In the Night Kitchen</u>, NY: Harper, 1970.</p> <p>Udry, Janice May, <u>Let's Be Enemies</u>, Harper, 1961.</p> <p>Minarik, Else Holmelund, <u>Little Bear</u>, Harper, 1957.</p> <p>Udry, Janice, <u>Moon Jumpers</u>, Harper, 1959.</p> <p>Minarik, Else, <u>No Fighting, No Biting</u>, Harper, 1958.</p> <p>Ojemann, Ralph and Karen Pritchett, <u>A Teaching Program in Human Behavior and Mental Health</u>, Order Department Educational Research Council, Rockefeller Building, 4th floor, Cleveland, Ohio.</p> <p>Seuss, Dr., <u>To Think I Saw It On Mulberry Street. Sneeches and Other Stories.</u></p>

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
		<p>Books, continued</p> <p>Ets, Marie Hall, <u>Just Me</u>, Viking Press, 1965.</p> <p><u>Family of Man</u></p> <p><u>Color of Man</u></p> <p>Angland, Joan Walsh, <u>Look Out the Window</u>, Harcourt-Brace.</p> <p>Anderson, Han C., <u>The Ugly Duckling</u>, Macmillan, 1955.</p> <p>de Regniers, Beatrice, <u>A Little House of Your Own</u>, Harcourt-Brace, 1955.</p> <p><u>Filmstrips</u></p> <p><u>The Rabbit Brothers</u> Anti Defamation League of B'nai B'rith</p> <p><u>We Grow</u>, Jam Handy Organization, Detroit</p> <p>*Kindle Film Strip Series Unit 1 <u>Who Am I?</u> (5) Unit 2 <u>How Do I Learn</u> (5)</p>

UNIT

OBJECTIVES

RESOURCES & ACTIVITIES

Filmstrips, continued

*First Things Series (5 filmstrips)

*Developmental Programs

1. DUSO kit
Developing Understanding of
Self and Others.
2. Focus on Self-Development
Stage One: Awareness.
3. Human Development Program.
4. Words and Action
(role playing photo-problems.)

*Available through guidance department

Additional Films

Growing Up Day by Day 11 minutes, b/w.
Encyclopedia Britannica, 425 N.
Michigan Avenue, Chicago.

Human Beginnings 22 minutes, color
Association Films, 600 Madison
Avenue, New York, NY, 10022.

You and Your Five Senses 8 minutes,
color. Walt Disney.

Your First Six Years, 10 minutes,
color. Sterling Films, Inc.
43 West 61st St. New York, NY, 10023.

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
<u>UNIT I</u>	<u>I Major Objectives</u>	<u>Text</u>
People and Homes	<p>A. After discussion of what needs are provided for by the child's immediate family, he will learn that people live in groups and act together to meet the needs of food, clothing and shelter.</p> <p>B. By discussion of weather the student can perceive that groups need shelter to protect them from the environment.</p>	<p>1. Laidlaw <u>People at Home</u>, page 4-25 Teacher ed. p. T 13.-T25.</p> <p>2. Scott Foresman <u>Family Studies</u>, p. 4-23, also 24-35.</p> <p>3. SRA <u>Our Working World</u>, Teacher edition p. 15-25.</p> <p>4. Benefic Press <u>Man and His Families</u>, p. 8-13.</p> <p>5. Field Educational Publications <u>Working, Playing, Learning</u>, Student text, pp. 66-102.</p>
1. Families	<u>II Minor Objectives</u>	<u>Books</u>
	<p>A. Children discover that the family fulfills important economic, social and political needs.</p> <p>B. Children are to view the family and family life as a process of <u>perpetual</u> change.</p> <p>e.g. 1. Families grow older and often regroup into small young families.</p> <p>2. Families often move.</p> <p>3. Families want a range of choice change depending on size,</p>	<p>Cretan, Gladys, <u>A Gift From the Bride</u>; Little, Brown, 1964.</p> <p>Ets, Marie Hall, <u>Bad Boy, Good Boy</u>, T. Y. Crowell, 1967. (plight of a low-income minority family.)</p> <p>Anglund, Joan Walsh, <u>Love Is a Special Way of Feeling</u>, New York: Harcourt-Brace, 1960.</p> <p>Berman, Rhoda, <u>When You Were A Little Baby</u>, New York: Lothrop, Lee and Shepard, 1954.</p>

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
	<p>age, education, income, and level of industrialization of society.</p> <p>4. Families vary in size and structure.</p> <p>C. Children understand that through a division of labor each family member helps increase productivity of the family.</p> <p>D. Everyone in a family group has rights which both children and adults must learn to respect. Children are led to the conclusion that by respecting others we gain respect for ourselves.</p> <p>E. Children learn that they learn from adults and adults learn from children.</p> <p>F. Every family has problems and sometimes conflict among its members.</p> <p>G. Children can list several variations of family structure.</p> <p>e.g. a grandmother and grandchild constitute a family just as a mother, father and children do.</p>	<p>Books continued</p> <p>de Regniers, Beatrice, <u>A Child's Book of Dreams</u>, New York: Harcourt-Brace, 1957.</p> <p>Hilles, Helen T., <u>Moving Day</u>, New York: Lothrop, Lee and Shepard, 1954.</p> <p>Krasilovsky, Phyllis, <u>The Very Little Boy</u>, Garden City, New York, NY. Doubleday, 1962.</p> <p><u>The Very Little Girl</u>, Garden City, New York, NY. Doubleday, 1962.</p> <p>Wilson, Christopher, <u>Growing Up With Daddy</u>, New York: Lothrop, Lee and Shepard, 1957.</p> <p>Zolotow, Charlotte, <u>Do You Know What I'll Do?</u> New York: Harper, 1958.</p> <p><u>Films</u></p> <p><u>Allen Is My Brother</u> 11 minute, b/w Churchill, 1957.</p> <p><u>Appreciating Our Parents</u> 11 minute, color Coronet</p> <p><u>Clothing</u> 11 minute, b/w Encyclopedia Britanica Educational Corporation.</p> <p><u>What to Do About Upset Feelings</u> 11 minutes, color. Coronet, 1964.</p>

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
	<p>H. Children can discuss likenesses and differences in family structure. e.g. All members may look alike in one family, but in another family the members may have diverse appearances. A family may consist of mixed racial background.</p>	<p><u>Filmstrips</u></p> <p><u>Families Around the World</u> color Encyclopedia Britanica Educational Corporation, 1962.</p> <p><u>The Home Community</u> color Series Encyclopedia Britanica Educational Corporation, 1953.</p> <p><u>Primary Social Studies.</u> Group 1. Family Living Series Society for Visual Education, 1967.</p> <ol style="list-style-type: none"> 1. Families Have Fun 2. Family Members Work 3. School Friends and Activities 4. How German Families Live 5. How a Navajo Indian Family Lives <p><u>Family Fun</u> Encyclopedia Britanica Educational Corporation, 1954.</p> <p><u>Living With Your Family</u> 4 filmstrips two 33 1/3 records, Society for Visual Education, 1969.</p>

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
2. Houses	<u>Minor Objectives</u>	<u>Books</u>
	<p>A. Children are able to identify the needs that are fulfilled by a home:</p> <p>a. shelter</p> <p>b. place for family members to live together</p> <p>B. Children can identify reasons a family lives in a particular home e.g. environmental family must choose from the materials available grass vs. brick, also economic factors. For these reasons, houses vary.</p> <p>C. Children can discuss advantages and disadvantages of any particular dwelling; there are problems no matter where people live.</p> <p>D. Children can predict the function of a building by showing pictures of it. e.g. school, supermarket, barn, post office. Hence children understand that people need many kinds of buildings.</p> <p>E. Children can discuss ways of conserving our environment and practice this.</p>	<p>Miles, Betty, <u>A House for Everyone</u>, New York: Knopp 1958.</p> <p>Hawkinson, John & Lucy, <u>Little Boy Who Lives Up High</u>, A. Whitman, 1967.</p> <p>Jackson, Kathryn, <u>Homes Around the World</u>, Silver Burdett, 1957.</p> <p>Schlein, Miriam, <u>City Boy, Country Boy</u>, Childrens, 1955.</p> <p>Burns, William A., <u>World Full of Homes</u>, McGraw Hill, 1953.</p> <p>Carter, Kathrine, <u>The True Book of Houses</u>, Childrens Press, 1957.</p> <p>Case, Bernard, <u>The Story of Houses</u>, Sterling, 1957.</p> <p>Economakis, Olga, <u>Oasis of the Stars</u>, Coward-McCamm, 1965.</p> <p>Hill, Elizabeth S., <u>Evan's Corner</u>, Holt, Rinehart, Winston, 1966.</p> <p>Clark, Ann Nolan, <u>In My Mother's House</u>, Viking Press, 1941.</p> <p>Schlein, Miriam, <u>The Fisherman's Day</u>, Chicago: Whitman, 1959.</p> <p>Werner, Elsa Janes, <u>Houses</u>, NY: Simon and Schuster, 1955.</p>

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
	F. When shown an illustration of land being misused, the children are able to name what is being done wrong, and to suggest how the land use might be improved.	<p>Books continued</p> <p>Balet, Jan B., <u>Joanjo; A Portuguese Tale</u>, Dell, 1967.</p> <p>Borten, Helen, <u>The Jungle</u>, Harcourt-Brace and World, 1968.</p> <p>Bourne, Miriam, <u>Emilio's Summer Day</u>, Harper and Row, 1966.</p> <p>Burch, Robert, <u>A Funny Place to Live</u>, Viking, 1962.</p> <p>Burton, Virginia Lee, <u>The Little House</u>, Houghton Mifflin, 1942.</p> <p>Clymer, Eleanor, <u>Big Pile of Dirt</u>, Holt, Rinehart Winston, 1968.</p> <p>Fisher, Aileen, <u>Best Little House</u>, T.Y. Crowell, 1966.</p> <p>Garfield, Nancy, <u>The Tuesday Elephant</u>, T.Y. Crowell, 1968.</p> <p>Grifalconi, Ann, <u>City Rhythms</u>, Bobbs-Merrill, 1965.</p> <p>Hermanns, Ralph, <u>River Boy; Adventure on the Amazon</u>, Harcourt-Brace and World, 1965.</p>

UNIT

OBJECTIVES

RESOURCES & ACTIVITIES

Films

We Live in a Trailer 11 minute, b/w
Baily, 1960.

Shelter 11 minutes, b/w
Encyclopedia Britannica.

Filmstrips

All Kinds of Houses color
Encyclopedia Britannica Educational
Corporation, 1960.

The City Baily, 1959.

Going Downtown Encyclopedia Britannica
Educational Corporation, 1960.

Going to the Country Encyclopedia
Britanica Educational Corporation,
1960.

A Rural Village Encyclopedia
Britanica Educational Corporation,
1953.

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
3. Streets	<u>Minor Objectives</u>	<u>Posters</u>
	A. Children can list functions of a street.	#506-733 Beckley-Cardy Ecology Posters \$3.00
	B. Children can list several uses of a street 1. for people, cars, trucks, buses	<u>Games</u> #317-750 Beckley-Cardy Playskool Village \$7.00

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
<u>UNIT II</u>	<u>I Major Objectives</u>	<u>Texts</u>
Work and Play	<p>A. Student can identify the producer of a good (carpenter) and the producer of a service (doctor). Given a list of various goods and services children will be able to sort into 2 distinct categories. i.e. mailman (services) bank teller, barber, teacher, nurse, delivery man factory worker (goods) farm worker</p> <p>B. Student can explain that people who make useful things are producers of goods and people who do not make things but who do useful work for other people are producers of services.</p> <p>C. Student can discuss the relationship between work and reward—we satisfy our needs by being compensated for the work we perform. *please take into consideration that producers help those who can only consume.</p> <p>D. Students can list several items which they can consume and explain universal items for consumption.</p>	<p>1. Laidlaw <u>People at Home</u>, Unit II pp. 26-47.</p> <p>2. Benefic Press <u>Man and His Families</u>, pp. 22-36 and pp. 57-76.</p> <p>3. SRA <u>Our Working World</u>, Families Work Resource Unit p. 38-</p> <p>4. Scott Foresman <u>Family Studies</u>, p. 56-65.</p> <p><u>Books</u></p> <p>Dodworth, Dorothy L., <u>Mrs. Doodlepunk Trades Work</u>, NY: William R. Scott, 1957.</p> <p>Goudey, Alice E., <u>Here Come the Bees</u>, NY: Scribner, 1960.</p> <p>Tudor, Tasha, <u>Becky's Birthday</u>, NY: Viking, 1960.</p> <p>Bate, Norman, <u>Who Fishes for Oil, A Picture Story</u>, Scribner, 1955. <u>Who Built the Bridge?</u> 1954. <u>Who Built the Dam?</u> 1958. <u>Who Built the Highway?</u> 1953.</p> <p>Elting, Mary, <u>The Lollypop Factory and Lots of Others</u>, Doubleday, 1946.</p>

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
1. Helping One Another	<p>E. Students can list several recreational activities in which they may participate.</p>	<p>Books continued</p> <p>Lazarus, Harry, <u>Let's Go to a Clothing Factory</u>, Putnam, 1961.</p> <p>Marnell, James, <u>Labor Day</u>, T.Y. Crowell, 1966.</p> <p>Martin, Patricia Miles, <u>No, No Rosina</u>, Putnam, 1964.</p>
	<p>II <u>Minor Objectives</u></p> <p>A. The student can discuss manner in which he is capable of showing work at home; he can relate how his endeavors are a benefit to the entire family unit.</p> <p>B. Students can cite examples of helping younger children e.g. with zippers, shoe laces, etc. *Although the book discriminates between the sexes it is important to end discrimination against females in class discussion.</p> <p>C. Students will be able to sort specific goods and services into 2 categories:</p>	<p><u>Books</u></p> <p>Able, Ruth, <u>The New Sitter</u>, NY: Oxford University Press, 1950. (producer of a service)</p> <p>Duncan, Lois, <u>Silly Mother</u>, NY: Dial, 1962.</p> <p>Harris, Isabel, <u>Little Boy Brown</u>, Philadelphia, Lippincott, 1949,</p> <p>Hoffman, Elaine, and Hefflefinger, Jane, <u>Family Helpers</u>, Chicago, Children's Press, 1954.</p> <p>Kahl, Virginia, <u>Away Went Wolfgang</u>, NY: Scribner, 1954.</p> <p>"Slim Girl: A Navajo Indian," pp. 52-62 in Arthur I Gates' <u>Good Times Together</u>, MacMillan, 1953.</p>

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
2. Family Money	Minor Objectives con't	Books continued
	<ol style="list-style-type: none"> 1. those produced by workers far away. e.g. farm products, etc. (if the child does not live on a farm.) 2. those produced by workers in town. e.g. store clerk, mail man, fire, etc. 	<p>Riwkin-Brick, Anna, and Astrid Lundgren, <u>Dirk Lives in Holland</u>, MacMillan, 1963.</p>
	<p>D. Children can role play a situation in which an adult does work and is rewarded monetarily for his work. The work is to be performed not only by a "father" but also by a "mother." A "mother" could role play not only a nurse's position, but also that of a doctor.</p>	<p><u>Films</u></p> <p><u>Children at Work and Play</u> 20 minute. United World Films</p>
3. Spending Money	<p>E. Children can discuss ways of caring for personal property in order to save money for the entire family.</p>	<p><u>Family Teamwork</u> 17 minute. Frith Films</p> <p><u>Food for the City: Produce</u> 12 minute, color Film Associates, 1967.</p>
	<p>F. Children can list several items which individuals purchase jointly through taxes. e.g. streets, schools, teacher salary, police protection.</p>	<p><u>South Pacific Island Children</u> 11 minute, b/w. Encyclopedia Britanica.</p> <p><u>Records</u> (division of labor) Rusty in Orchestraville CAP L.3007.</p>

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
	<p>G. Children can list ways families have fun which:</p> <ol style="list-style-type: none"> 1. cost money.(baseball bat, bike) 2. are free.(forest preserves, etc.) 	<p style="text-align: center;"><u>Books</u></p> <p>Bromhall, Winifred, <u>Belinda's New Shoes</u>, NY: Knopp, 1945.</p> <p>Francoise, <u>Jeanne Marie Counts Her Sheep</u>, NY: Scribner, 1951.</p> <p>Lindman, Maj, <u>Flicka, Ricka, Dicka, and the Strawberries</u>, Chicago: Albert Whitman, 1944.</p> <p>Liang, Yen, <u>Pot Bank</u>, Lippincott, 1956.</p> <p>Marks, Mickey Klar, <u>What Can I Buy?</u> Dial, 1962.</p> <p>Bannon, Laura, <u>The Gift of Hawaii</u>, Albert Whitman, 1961.</p> <p>Corcos, Lucille, <u>Joel Spends His Money</u>, NY: Abelard Schumann, 1954.</p> <p>Zion, Gene, <u>The Plant Sitter</u>, NY: Harper, 1959.</p> <p style="text-align: center;"><u>Films</u></p> <p><u>About Money</u> 8 minutes, Children's Production.</p> <p><u>What Our Town Does For Us</u> 11 minutes, b/w,color Coronet.</p>

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
		<p data-bbox="1430 224 1682 248">Films continued</p> <p data-bbox="1234 289 1766 354"><u>Bone For Spotty</u> 11 minutes, b/w. American Bankers Association</p> <p data-bbox="1461 427 1633 451"><u>Filmstrips</u></p> <p data-bbox="1234 492 1780 524"><u>It Pays to Save</u> Popular Science</p>

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
<u>UNIT III</u>	<u>I Major Objectives</u>	<u>Texts</u>
Maps and Globes	<p>A. Children will be able to locate the North American continent on a globe and know it is where we are located,</p> <p>B. Children will be able to choose a globe as the map of the earth in contrast to a map of the United States.</p> <p>C. Students can differentiate between a map which show land and water and one which shows a neighborhood.</p>	<p>1. Laidlaw <u>People At Home</u>, student edition pp. 48-65. teacher edition pp. T39-T49.</p> <p>2. Scott Foresman <u>Family Studies</u>, student text pp. 54-77. teacher edition pp. 46-55.</p> <p>3. Benefic Press <u>Man and His Families</u>, student text pp. 82-87, p. 92, pp. 120-121, p. 126, p. 142.</p> <p>4. Field Educational Publications <u>Working, Playing, Learning</u>, pp. 8-25.</p>
	<u>II Minor Objectives</u>	<u>Books</u>
1. How the Earth looks	<p>A. Children can name various physical features of the earth's surface and locate them in a picture. e.g. mountains, lake, hill, plain or prairie</p> <p>B. Children can identify land mass, oceans, and clouds in a photograph taken from an airplane or a space capsule.</p>	<p>Epstein, Sam, <u>The First Book of Maps and Globes</u>, Watts, 1959.</p> <p>Estep, Irene, <u>Good Times with Maps</u>, Melmont, 1962.</p> <p>Rinkhoff, Barbara, <u>A Map Is a Picture</u>, Crowell, 1965.</p> <p>Bartlett, Margaret Farrington, <u>The Clean Brook</u>, T.Y. Crowell, 1960.</p>

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
2. Using a Globe	<p>C. Children can sort pictures of the earth's surface into 2 categories:</p> <ol style="list-style-type: none"> 1. those taken from the earth. 2. those taken from the air. 	<p>Books continued</p> <p>Gates, Richard, <u>The True Book of Conservation</u>, Childrens, 1959.</p> <p>Darby, Gene, <u>What Is the Earth?</u> Benefic, 1961.</p> <p>Curren, Polly, <u>This Is a Road</u>, Follet, 1959.</p> <p>Carter, Katherine, <u>The True Book of Oceans</u>, Childrens, 1958.</p> <p>Fisher, Aileen, <u>Up, Up the Mountain</u>, Crowell, 1958.</p>
	<p>D. Children can cite reasons that a globe is a good map of the earth.</p> <ol style="list-style-type: none"> 1. It is almost the same shape. 2. It shows all the land and water on the surface of the earth. 	<p>Hine, Al, <u>Where in the World Do You Live?</u> Harcourt-Brace and World, 1962.</p>
3. Using Maps	<p>E. Children can locate land and water on a globe.</p>	<p>Pease, Josephine Van Dolzen, <u>This Is the World</u>, Hale, 1944.</p>
	<p>F. On a pictorial representation of an intersection, children can draw houses, stores, etc. and locate them on the land (as opposed to the street).</p> <p>G. Children can locate streets, highways and lakes on two similar but different maps. i.e. relate a map to a picture. (see page 60 Iaidlaw student text.)</p>	<p>Rhodes, Dorothy, <u>How to Read a City Map</u>, Elk Grove, 1967.</p> <p>Goetz, Deliz, <u>Islands of the Ocean</u>, Morrow, 1964. <u>Deserts</u>, Morrow, 1956. <u>The Arctic Tundra</u>, Morrow, 1962. <u>Mountains</u>, Morrow, 1962. <u>Tropical Rain Forests</u>, Morrow, 1957.</p>

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
		<p><u>Films</u></p> <p><u>Maps of Our School</u> 8 minute, color Bailey, 1965.</p> <p><u>Filmstrips</u></p> <p><u>Our Earth: Land, Water, and Air</u> Society for Visual Education, 1965.</p> <p><u>Maps: What They Are</u> McGraw-Hill, 1962.</p> <p><u>What Is a Map?</u> Jam Handy, 1954.</p> <p><u>Science</u></p> <p>Xerox: Science Unit "J" on Spatial Relationships is excellent for this unit of Social Studies.</p>

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
<u>UNIT IV</u>	<u>I Major Objectives</u>	<u>Text</u>
People in West Africa	A. Students will be able to discuss the universal needs of all families.	Laidlaw <u>People at Home</u> , student text pp. 66-83. teacher edition pp. T50-T59.
	B. Students can also discuss how people in Africa fulfill their needs in unique ways.	<u>Books</u>
	<u>II Minor Objectives</u>	Davidson, Basil, <u>African Kingdoms</u> , Time, Inc., 1966.
1. Families	A. Students can discuss the needs that jobs provide for, in Africa.	Coughlan, Robert, <u>Tropical Africa</u> , Time, Inc., 1962. (Many good pictures can be found.)
	B. Students can point out both differences and similarities in work in Africa and the United States.	Solem, Elizabeth K., <u>Kana, Prince of Darkest Africa</u> , Encyclopedia Britanica Press, 1947.
2. How the People Live	C. Students can list similarities in African and U.S. urban communities, and can list similarities in African and U.S. rural communities.	Darbois, Dominique, <u>Agossou, His Life in Africa</u> , London: Chatto and Windus, 1959.
	D. Students can discuss the several means of travel and transportation.	Schloat, G. Warren, Jr., <u>Kwaku, A Boy of Ghana</u> , NY: Alfred A. Knopp, 1962. and <u>Duee, A Boy of Liberia</u> , NY: Knopp, 1962.
3. Children	E. Children can list ways the African childrens' existence is similar to their own.	Bernheim, Marc and Evelyne, <u>From Bush to City: A Look at the New Africa</u> , Harcourt-Brace and World, Inc., 1966. (Deals with entire continent, but has good pictures of urban Africa.) Advanced reading level.

UNIT

OBJECTIVES

RESOURCES & ACTIVITIES

Books continued

Bond, Jean Carey, A Is for Africa,
Franklin Watt, Inc., NY: 1962.

Playtime in Africa, Antheneum \$3.50.

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
<u>UNIT V</u>	<u>I Major Objectives</u>	<u>Text</u>
Our Country	<p>A. Students can give an example of a law which everyone must obey. e.g. traffic law</p> <p>B. Students can tell who makes the laws for our country. i.e. elected officials, in Washington, capitols, and cities.</p> <p>C. Children can tell ways in which holidays in the U.S. are like holidays in foreign countries.</p>	<p>1. Laidlaw <u>People at Home</u>, student text pp. 84-95. teacher edition pp. T60-T65.</p> <p>2. Silver Burdett <u>Families and Their Needs</u>, Time, Inc., 1966, student text pp. 96-127.</p>
	<u>II Minor Objectives</u>	<u>Books</u>
	<p>A. Students can sort of list a Thanksgiving Day Celebration into two categories:</p> <p>1. Past</p> <p>2. Present</p> <p>e.g. women wore long traditional dresses; candles are the only source of light; electricity lights the table.</p> <p>B. Students can tell ways in which they celebrate Thanksgiving.</p>	<p>Rees, Elinor, <u>About Our Flag</u>, Chicago: Melmont, 1960.</p> <p>Farquhar, Margaret C., <u>Colonial Life in America</u>, Holt, Rinehart and Winston, 1962.</p> <p>Hubbard . Douglass, <u>A National Park Adventure</u>, Awani Press, P.O. Box 1971, Fresno, CA, 1959.</p> <p>Leaf, Munro, <u>Being an American Can Be Fun</u>, Lippincott, 1964.</p> <p>McGovern, Ann, <u>If You Lived in Colonial Times</u>, NY: The Four Winds Press, 1964.</p> <p>Tooze, Ruth, <u>America</u>, Viking Press, 1956.</p>

UNIT	OBJECTIVES	RESOURCES & ACTIVITIES
2. Our Flag	<p>C. Students can identify Columbus as the explorer who discovered America.</p> <p>D. Students can tell the birth day of our country.</p> <p>E. Children can tell ways in which they celebrate Independence Day.</p> <p>F. Students can list several ways in which some West African holidays are celebrated the same way as in the United States:</p> <p>e.g. costumes, dances, parades</p> <p>G. Children can distinguish between a flag from the 18th Century and a flag of the U.S. today.</p>	<p>Books continued</p> <p>Sasek, M., <u>This Is Washington, D.C.</u>, MacMillan, 1969.</p> <p>Harmer, Mabel, <u>The True Book of Pioneers</u>, Childrens Press, 1957.</p> <p>Dalgleish, Alice, <u>The Fourth of July Story</u>, Scribners NY: 1956.</p> <p><u>16 mm Films</u></p> <p><u>American Thanksgiving</u> 20 minutes, b/w Teaching Film Custodians, 25 W. 43d Street, New York, NY, 10036, 1966.</p> <p><u>Negro Heroes from American History</u> 11 minutes, color, 1966. Atlantis Productions, Inc. 894 Sheffield Place Thousands Oaks, CA, 91360.</p> <p><u>Colonial Children</u> 11 minutes, b/w Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, IL, 60611.</p> <p><u>Paul Revere's Ride</u> 10 minutes, color McGraw-Hill Text Films 330 W. 42d Street New York, NY 10018, 1967.</p>

CRETE-MONEE SCHOOL DISTRICT 201-U

CURRICULUM GUIDE

SOCIAL STUDIES

GRADE 2

COMMUNITIES AND
SOCIAL NEEDS:
LAIDLAW

A. Interpersonal
Relationships

1. The person in
the classroom
community

2. Establishing
a new class-
room commun-
ity

3. Establishing
processes for
governing the
classroom
community

4. Positive at-
titudes to-
ward:
a. self
b. teacher
c. school
d. learning
e. peer group

5. Ethnic Studies
Talala
9/20-10/22

A. To reinforce the personal worth
of the student.

B. To recognize that groups are
made up of individuals.

C. To establish that each group has
different qualities and quantities
and thus different needs.

D. To involve the child in the
processes of learning school
related material.

E. To allow for differences and see
basic similarities regardless of
race, color, creed, national
origin or sex.

Myself, Books (Steck-Vaughn)
All schools

Myself and Others, Books (Steck-Vaughn)
All schools

Picture Series (Steck-Vaughn)
Meadowood

Process Concept Social Studies Series,
Books (Benefic Press)
Meadowood

Neighborhood Communities, Filmstrips
(Britanica)
Monee

Duso Kit
Monee, Talala

BASIC AREAS OF
CONCENTRATION

OBJECTIVES

RESOURCES & ACTIVITIES

B. Communities

1. Communities
of Today

2. People in
Communities

3. Communities
of Long Ago
(explorers,
settlers,
changes,
future)

4. Ethnic
Materials
Crete
10/25-12/3

A. To acquaint the child with
development and settlement of
the community.

Shelter, Filmstrips (Britanica)
Talala

Conservation for Beginners, Filmstrips
(S.V.E.)
Talala

Country Community, Filmstrips
(Britanica)
Monee

Let's Explore Our Neighborhood, Books
(Educational Reading Service)
Balmoral

School Community, Filmstrips
(Britanica)
Talala

C. Kinds of
Communities

1. Farms
(Produce,
animals,
dairy)

2. Towns and
Small Cities

3. Big Cities

A. To acquaint child with farmer
(large and small city workers)
and their life style.

B. To show their daily work.

C. To show how their communities
are linked to others.

D. To develop an appreciation of
different ethnic backgrounds.

Our Native America-Basic Understanding
Series, Books
(Benefic Press)
Talala, Meadowood, Balmoral

Pupil Enrichment Books
(You and Others)

The City, Picture Plates (Fideler)
Talala, Monee, Balmoral

The Farm, Picture Plates (Fideler)
Monee, Balmoral, Talala

BASIC AREAS OF
CONCENTRATION

OBJECTIVES

RESOURCES & ACTIVITIES

C. continued

4. Ethnic Studies
Balmoral
12/6-1/21

Monee,
Meadowood
1/24-3/3

American Farmer, Filmstrips (Eye Gate)
Balmoral

Big Cities U.S.A., Filmstrips (Eye Gate)
Balmoral

Little Cities U.S.A., Filmstrips
(Eye Gate)
Balmoral

Life on the Farm, Filmstrips
(Britanica)
Monee, Talala

Towns, Filmstrips (Britanica)
Talala, Monee

Cities, Filmstrips (Britanica)
Talala, Monee

American Children at Home, Ditto
Masters (Milliken)
Talala

The Farm, Record (American Library)
Talala

BASIC AREAS OF
CONCENTRATION

OBJECTIVES

RESOURCES & ACTIVITIES

D. Communities
Needs

1. Communities and Their People (postman, fireman, policeman, mailman, grocer, dentist, nurse, doctor)
2. Transportation and Communication (land, air, space, water, telephone, television, radio-oral communication, newspaper, letters, written communication)
3. Community Government (citizenship and safety)

- A. To acquaint child with people and their work in the community.
- B. To develop an appreciation of the services in the community.
- C. To show that many different kinds of workers are needed to provide services for people.
- D. To acquaint the child with different types of transportation and communication.
- E. To develop an appreciation and respect for rules and responsibilities.

Community Helpers, Charts (S.V.E.)
Meadowood

Urban Living Series, Books (Benefic Press)
Talala, Meadowood

Workers for Public Welfare, Filmstrips (Eye Gate)
Balmoral

Come Work With Us, Books (Follett)
Talala, Balmoral

Fun and Learn Puzzles, Puzzles (Educational Reading)
Balmoral, Talala

Community Needs, Filmstrips (Britanica)
Monee

Transportation, Tape (Wollensak)
Talala

How We Get Our Food, Filmstrips (S.V.E.)
Talala

How We Get Our Clothing, Filmstrips (S.V.E.)
Talala

Citizenship, Ditto Masters (Milliken)
Balmoral, Talala

BASIC AREAS OF CONCENTRATION	OBJECTIVES	RESOURCES & ACTIVITIES
D, continued		<u>Safety</u> , Filmstrips (Fideler) Talala
4. Ethnic Studies Hickory 3/6-4/21		<u>Health and Safety</u> , Ditto Masters (Milliken) Talala
E, Maps and Globes		
1. Symbols	A. To develop beginning map skills	<u>Exploring the Neighborhood and Community Through Maps</u> , Practice Books (Weekly Reader) Monee, Talala
2. Globes		
3. Earth and Sun		

FAMILIES AND
SOCIAL NEEDS:
LAIDIAWA. Interpersonal
Relationships

1. The person
as an entity
2. The person
in the class-
room commu-
nity
3. Basic proc-
esses of
governing
the class-
room com-
munity.
4. Developing
positive
attitudes
toward:
 - a. self
 - b. teacher
 - c. learning
 - d. school
 - e. peer group
5. The purpose
for regulation
of self in
the classroom

- A. To reinforce the personal worth
of the student.
- B. To recognize that groups are
made up of individuals.
- C. To establish that each group
is different and has varied
needs.
- D. To involve the child in the
processes of learning school
related material.
- E. To allow for differences and
observe similarities between
peoples of varied race, color,
creed, national origin and sex.
- F. To establish a sense of order
which emerges from the needs
of each classroom group.
- G. To develop vocabulary sufficient
for fluent verbal interchange.
- H. To verbally distinguish among
some factors which contribute
to learning and some which
may interfere.

Books

Process Concept Social Studies
(Benefic Press)
Meadowood

Myself (Steck-Vaughn)
All schools

Myself and Others (Steck-Vaughn)
All schools

A Teaching Program in Human Behavior
and Mental Health
(Reitehett-Ojemann)
Crete

Charlotte's Web (E.B. White-Dell
Publishing)
Crete

Yurtle the Turtle (Dr. Seuss Series)
Crete

Special Materials

D.U.S.O. Kit (Guidance Association)
All schools

Counseling Department Paper on
Interpersonal Relationships
All schools

BASIC AREA OF CONCENTRATION	OBJECTIVES	RESOURCES & ACTIVITIES
A. continued	<p>I. To effectively use independent study time.</p> <p>J. To distinguish between emergency and long-term problem solving.</p>	<p><u>How to Use Role-Playing and Other Tools for Learning</u> (Adult Education Association 1965, 743 N. Wabash, Chicago) Available on Order</p> <p><u>Filmstrips</u></p> <p><u>Neighborhood Communities</u> (Britanica) Monee</p>
September-October 25		<u>Books</u>
B. Ethnic Studies	<p>A. To explore in depth the concept of work in the city.</p> <p>B. To explore the process of evaluation.</p> <p>C. To explore the process of investigation.</p> <p>D. To develop a vocabulary of acceptable terms for persons of other races.</p>	<p><u>Grade Level II Ethnic Studies Manual</u> All buildings</p> <p><u>Color of Man-Family of Man</u> New York Art Association Crete</p> <p><u>Filmstrips</u></p> <p>CESF-50 City Rhythms with record District #163</p> <p>Image Maker Series-CESF #104-113 records included Lives of 10 famous Black Americans District #163</p>

BASIC AREA OF CONCENTRATION	OBJECTIVES	RESOURCES & ACTIVITIES
<p>B. continued</p> <p>October 25- November 30</p>		<p>CESF #122-123 Mary Jo Series with record District #163</p> <p>C.E.S. 5, Film-Knots on a Counting Rope (Navajo) District #163</p> <p>Big Horse, Little Horse (Mexican) My Dog is Lost (Puerto Rican) Snowy Day (Negro) Scholastic Book Services Paperbacks</p> <p><u>Other Materials</u></p> <p>Counseling Department Paper K-12 on Vocational Guidance All schools</p> <p><u>Books</u></p>
<p>C. Concepts of Family</p> <p>1. American Families</p> <p>1. early settlers</p> <p>2. pioneers</p> <p>3. immigrants</p> <p>2. Present day families</p> <p>1. city dwellers</p>	<p>A. To describe the family as a basic unit of society</p> <p>B. To describe the various adult/ child combinations which can be called 'family'.</p> <p>C. To describe the basic material needs necessary to maintain the family structure.</p>	<p><u>World of Work</u> (Senech-SRA) Crete</p> <p>Counseling Department paper on vocations All schools</p> <p><u>People and Their Needs</u>/Studyprints (Laidlaw) may be ordered</p>

BASIC AREA OF CONCENTRATION	OBJECTIVES	RESOURCES & ACTIVITIES
C. continued		<p><u>If You Lived in Colonial Times;</u> <u>If You Grew Up With Lincoln;</u> <u>If You Sailed On The Mayflower</u> Scholastic Book Services</p> <p><u>Filmstrips</u></p> <p>H-1 The Food We Eat Crete H-2 What's in Our Food Crete</p> <p><u>Film</u></p> <p><u>Linda & Billy Ray From Appalachia</u> District #163</p> <p><u>Filmstrips</u></p> <p>CES-4-People are Alike and Different District #163</p> <p>SF-26 to 30 My Dad Is..... Series of 5 Crete</p> <p><u>World of Work (Senech/SRA)</u> Crete</p> <p><u>Books</u></p> <p><u>A Very Special House</u> Scholastic Book Service</p> <p>LS-6 The Urban Environment/Studyprints Scholastic Book Service @ 9.35</p>
2. small town residents 3. farmers 3. Materials necessary to maintain the family 1. food 2. clothing 3. shelter 4. sanitation health December-January		
D. Where Families Live	A. To establish a continuity from colonial times to the present. B. To investigate types of housing 1. apartments 2. mobile homes 3. duplex homes 4. single family dwellings C. To establish the correlation between the employment of head of household and location of housing. D. To establish the correlation between head of household salary and type of housing.	
1. Comparison of present day and early American housing 2. Economic and geographic factors as determinants of housing choices 3. Building and buying a home		

BASIC AREA OF CONCENTRATION	OBJECTIVES	RESOURCES & ACTIVITIES
<p>D. continued</p> <p>December-January</p>		<p>LS-8 The Rural Environment/Studyprints Scholastic Book Service @ \$9.35</p>
<p>E. Maps and Globes</p> <p>1. Making topographical maps</p> <p>2. Sealing</p> <p>3. Map legends</p> <p>January-February</p>	<p>A. To successfully read a simple map.</p> <p>B. To describe the principal of conservation of space.</p> <p>C. To locate large areas on the globe.</p> <p>D. To locate areas on a flat map.</p>	<p><u>Books</u></p> <p><u>World Atlas Encyclopedia Wall Maps</u> differ from building to building</p> <p><u>Science of Education and Pshchology of Children (Piaget)</u> Crete</p> <p><u>Maps</u></p> <p>State-local gas station</p> <p>Township-local assessor</p> <p>Building-principal's office</p>
<p>F. Reading Maps and Globes</p> <p>1. Following directions oral written using compass</p> <p>2. Transfer from local to global dimensions</p> <p>3. Uses of maps and globes</p>	<p>E. To develop vocabulary appropriate to the unit.</p>	<p><u>Film</u></p> <p>Maps-Land Symbols and Terms (Laidlaw) available to rent or purchase</p> <p><u>Workbooks</u></p> <p>Student/Teacher Manual (Rand McNally) Where? How Far? Crete</p> <p><u>Filmstrip</u></p> <p>B-27 Our Geography Crete</p>

BASIC AREA OF
CONCENTRATION

OBJECTIVES

RESOURCES & ACTIVITIES

G. Family Structures
in Other Parts
of the Globe

1. Japanese
tradition,
work dis-
tribution,
recreation,
material
needs

2. Swiss family
structure,
work distri-
bution, re-
creation,
material
needs

A. To describe the similarities
among people of the yellow,
brown and white races in coun-
tries where they represent the
majority population.

B. To describe differences based
on geographical changes.

C. To explore the similarities of
recreation among all children.

Science Kit

Direction/materials for compass
making
All buildings

Games

Magnetic Traffic Sign Bingo
(Norbert Novelites, Marshall
Field) @ \$1.00

Film

Evening Activities in a Japanese
Rural Family (Laidlaw)
rented on request

Village Life in India (Laidlaw)
rented on request

Japanese Village School (Laidlaw)
rented on request

Games

World Book of Games-Park Forest Library

Filmstrip

C-20 Japanese & Chinese Art
Crete

BASIC AREA OF CONCENTRATION	OBJECTIVES	RESOURCES & ACTIVITIES
<p>February-March</p> <p>H. Housing In Other Lands</p> <p>1. Japanese architecture materials design</p>	<p>A. To describe and recognize the differences in housing in other countries.</p> <p>B. To describe the geographic reasons for different types of housing.</p>	<p><u>Books</u></p> <p><u>Weather</u> (Life/Science Library) Crete</p> <p><u>Don't Tell the Scarecrow and Other Japanese Poems</u> Scholastic Books</p> <p><u>The 5 Chinese Brothers</u> Scholastic Books</p> <p><u>Flika, Ricka, Dicka Series</u> Park Forest Library</p> <p><u>Olaf Reads</u>-Scholastic Books</p> <p><u>Heidi-Spyri</u> Building library</p> <p><u>Science of Education and Psychology of Children</u> (Piaget) Crete</p> <p><u>Film</u></p> <p><u>Japanese Rural School</u> (Laidlaw) rental</p> <p><u>Tokyo, World's Largest City</u> (Laidlaw) rental</p>

BASIC AREA OF CONCENTRATION	OBJECTIVES	RESOURCES & ACTIVITIES
H, continued		<u>Books</u>
2. Swiss housing materials design	C. To describe the economic reasons for different kinds of housing.	<u>The Art of Oregami</u> (Dell) Hearth & Hearth, Richton Park
3. India's housing materials design	D. To describe the climatic reasons for housing differences.	<u>The Art of Swiss Yodeling</u> Maeyama's, Park Forest
4. Population as a housing factor	E. To review conservation of space as it relates to people/land.	<u>World of Work</u> (Senech-SRA) Crete
5. Poverty as a factor of housing		<u>Filmstrips</u>
March-April		A-30 India Today-Crete A-40 Sweden-Crete A-41 Switzerland-Crete B-41 Families Around the World
		<u>Books</u>
		<u>Chinese New Year</u> Crete
		<u>Books</u>
I. Schools	A. To provide a historical tie to education.	<u>Let Them Be Themselves</u> (Hopkins) Crete
1. Early American schools education of boys, education of girls,	B. To describe materials useful to learning.	<u>Crisis in the Classroom Unit-The School Environment</u> Pages 201-206 Crete

BASIC AREA OF CONCENTRATION	OBJECTIVES	RESOURCES & ACTIVITIES
I., continued		
availability of teachers materials	C. To explore child's attitude to- ward learning.	<u>Handbook II-Ojemann Series</u> Crete
2. Present day schools importance of reading variety of learning experience	D. To develop a positive attitude toward school	<u>Write Me a Poem, Baby</u> (Smith-Avon) Crete
	E. To compare similarities of children learning in other parts of the world.	<u>How Children Fail</u> (Helt) Crete
	F. To compare the different social expectations which make learn- ing differ from one part of the world to another.	<u>Schools Without Failure</u> (Glasser) Crete
3. Workers in the school		<u>The Encouragement Process</u> (Dreikurs) Crete
4. Schools in Japan		Counseling Department Paper on Vocational Development K-12 All schools
5. Schools of India		<u>World of Work</u> (Senech-SRA) Crete
April-May		<u>Filmstrips</u> B-47 The Libraries-Crete B-39 School Buildings-Crete Our Neighborhood Helper Series-Crete <u>Recording</u> Legend of Sleepy Hollow (Crosby-RCA)

BASIC AREA OF CONCENTRATION	OBJECTIVES	RESOURCES & ACTIVITIES
I. continued		<u>Books</u> <u>A was once an Apple Pie</u> Scholastic Books <u>A Hole is to Dig</u> Scholastic Books <u>The Boy Who Wouldn't Go to School</u> Scholastic Books <u>Do You Want to See Something?</u> Scholastic Books
April-May		<u>Books</u> Girl or Boy Scout Handbook-local <u>Handbook for Voters</u> -district precients <u>Filmstrips</u> A-23 New England-Crete B-37 Your American Citizenship Manual Crete G-32 Squante & First Thanksgiving/with record-Crete G-37 America, the Beautiful-Crete
J. Our Country		
1. Discovery of America	A. To describe the purpose behind the exploration for America.	
2. Early settlers	B. To describe the diverse back- grounds of early settlers.	
3. The flag	C. To describe the role of the American Indian in assisting early settlers.	
4. Voting processes	D. To describe the sense of 'oneness' symbolized by the flag.	
5. Office of the President	E. To explore the history of the flag.	
6. George Washington	F. To consider the importance of the office of President.	

BASIC AREA OF CONCENTRATION	OBJECTIVES	RESOURCES & ACTIVITIES
J. continued		<u>Books</u>
7. Abraham Lincoln	G. To recognize by name and description George Washington.	<u>Red Fox and His Canoe</u> Scholastic Books
May-June	H. To recognize by name and description Abraham Lincoln.	<u>Caroline and Her Kettle Named Maud</u> Scholastic Books
		<u>Christopher Columbus</u> -Scholastic Books
		<u>If You Grew Up With Abraham Lincoln</u> Scholastic Books
		<u>The Adventures of George Washington</u> Scholastic Books
		<u>The Indians Knew Squante: Friend of the Pilgrims</u> -Scholastic Books
		<u>Eagle Feather</u> -Scholastic Books
		<u>Records</u>
		Folk Songs for Children (Seegar) Folkway Records
		Songs of America Working (Reader's Digest Albums) Crete
		The Songs of Woody Guthry (Seeger) Folkway Records

CRETE-MONEE SCHOOL DISTRICT 201-U

CURRICULUM GUIDE

SOCIAL STUDIES

GRADE 3

INTRODUCTION

The Social Studies Committee recommends that the classroom teacher use the outline of the Developmental Program for Enhancing Intra-personal Relationships. Materials can be chosen from the available materials in the respective buildings. The Guidance Department recommends a minimum of one hour per week of use in the classroom to be part of the Social Studies Program. Teachers are to plan time for use of topics as needed by the students in their relationships.

Ethnic Study Guides are available for Grades 1-6 and are complete in concepts, activities and resources. Many of the Audio-Visual materials can be ordered ahead through School District 163 on order forms. There is a schedule enclosed when each school is suggested to use the Ethnic Study in order to give the best coverage of A-V materials.

The outline by the Vocational Department titled Occupational Information Program for Grades K-8 can be readily used for suggestions of activities in implementing the Social Studies program in the pupils learning of how man works to supply the needs of others.

Each teacher should have a copy of Ethnic Studies for their grade, the curriculum from Laidlow for grade level, copy of Guidance outline of Intra-personal and Inter-personal Relationships, and Occupational Information Program.

SCHEDULING OF ETHNIC STUDY FOR ELEMENTARY SOCIAL STUDIES 1971-72 GRADES (1-6)

Talala	October	approx. 4 weeks for study
Crete	November	approx. 4 weeks
Balmoral	December-January	approx. 4 weeks
Monee	February	approx. 4 weeks
Meadowood	March	approx. 4 weeks
Hickory	April	approx. 4 weeks

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
<u>UNIT I</u>	<u>Major Objectives</u>	<u>Text</u>
Communities	Develop an understanding that people, buildings, and land make up a community and that communities were begun to meet the special needs of people.	
3-4 weeks		
	<u>Minor Objectives</u>	
A. Communities of Today	A. Children learn kinds of communities, what is in a community and how the community helps people have fun.	<ol style="list-style-type: none"> 1. Laidlaw-<u>Communities and Social Needs</u>, p. 13-17 T.G. 2. Benefic Press-<u>Man and His Communities</u>, Unit I, P. 7-29 3. Field-<u>Towns and Cities</u> <p><u>Library books</u></p> <ol style="list-style-type: none"> 1. Fadnauer-<u>What Is a Community?</u> <p><u>Activities</u></p> <ol style="list-style-type: none"> 1. Let children make dioramas or murals of different types of communities-farm, town, and city. 2. Discuss different ways our community provides for recreation. Let children suggest additional means of recreation and reasons pro and con as to feasibility of these.

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
	<u>Minor Objectives</u>	<u>Texts</u>
B. People in Communities	<p>B. 1. Develop an understanding that since communities may be made up of people of similar and diverse backgrounds there is a need to learn to understand each other and work together.</p> <p>2. Develop an understanding that all men need to earn money to provide the basic needs and thus may work at different jobs in different communities.</p>	<ol style="list-style-type: none"> 1. <u>Laidlaw-Communities and Social Needs</u>, p. 18-20 T. G. 2. Field- <u>Towns and Cities</u> 3. <u>Benefic Press-Man and His Communities</u>, p. 99-122. 4. <u>Scott, Foresman-Metropolitan Studies</u>, Unit 6. 5. <u>SRA Resource Unit</u> <ol style="list-style-type: none"> a. <u>Activities</u>-p. 97-101. b. <u>Stories</u>-p. 101-106. <p><u>Library books</u></p> <ol style="list-style-type: none"> 1. Tensen, Ruth- <u>Come to the City</u> <p><u>Filmstrips</u></p> <ol style="list-style-type: none"> 1. <u>The Neighborhood Community</u> 2. <u>Neighborhoods Change</u> 3. <u>Neighborhoods of Many Kinds</u> 4. <u>Working Together In a Neighborhood</u> 5. <u>Our Neighborhood Helpers</u> <p><u>Films</u></p> <ol style="list-style-type: none"> 1. <u>A City and It's People</u>

CONTENT	OBJECTIVES	RESOURCES AND ACTIVITIES
		2. <u>The Fireman</u> -2d edition EBF 3. <u>Postman-Rain or Shine</u> -Cohill 4. <u>The Policeman</u> 5. <u>What is a Neighborhood?</u> -Coronet 6. <u>Moving Day-Timmy's New Neighbors</u> Coronet 7. <u>People Are Alike and Different</u>
C. Communities of Long Ago	<u>Minor Objectives</u> Children develop an understanding of where, why, and how communities grow and change.	<u>Text</u> 1. Laidlaw- <u>Communities and Social Needs</u> , p. 21-24 T.G. 2. Benefic Press- <u>Man and His Communities</u> p. 31-51, p. 173-191. 3. SRA Resource Unit- <u>Our Working World-Cities at Work</u> a. Activities-p. 30-31, 84-87 b. Stories-p. 32-37, 87-92 c. Play- p. 7 4. Scott, Foresman- <u>Metropolitan Studies</u> 5. Field- <u>Towns and Cities</u> 6. Ginn- <u>Your Towns and Cities</u> <u>Library books</u> 1. <u>This Is a Town</u> -Follett

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
<p><u>UNIT II</u></p> <p>Kinds of Communities</p> <p>3-4 weeks</p>	<p><u>Major Objectives</u></p> <p>Develop an understanding of the characteristics of the different types of communities (farm, town, city) and gain an appreciation of the kinds of work and workers needed to support each type. Develop an understanding that all types of communities are needed and these are dependent on each other just as people are.</p>	<p><u>Filmstrips</u></p> <ol style="list-style-type: none"> 1. <u>Neighborhoods Change</u>-Jam Handy 2. <u>How Our Town Began</u>-EBF 3. <u>How Our Town Grew</u>-EBF <p><u>Films</u></p> <ol style="list-style-type: none"> 1. <u>Pioneer Community of the Midwest</u>-Coronet

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
	<u>Minor Objectives</u>	<u>Text</u>
A. Farm Communities	<p>A. 1. Develop an understanding that people in farm communities usually live some distance apart but are linked by transportation and communication.</p> <p>2. Develop an understanding that geography, climate, soil, and market value influence what the farmer raises.</p>	<p>1. <u>Laidlaw-Communities and Social Needs</u>, p. 26-36 T.G.</p> <p>2. <u>Ginn-Your Towns and Cities</u>, p. 54-68.</p> <p>3. <u>SRA Activity book</u>, p. 11.</p> <p><u>Library books</u></p> <p>1. Howard, Robert West-<u>Farms</u></p> <p>2. Floethe, Louise and Richard-<u>The Farmer and His Cows</u></p> <p>3. Schloat, G. Warren-<u>Milk for You</u> <u>The Wonderful Egg</u></p> <p><u>Filmstrips</u></p> <p>1. <u>Living On a Farm-(Crete)</u></p> <p>2. <u>Neighborhoods-series</u></p> <p>3. <u>Farm and City-Educational Reading Service</u></p> <p>4. <u>Where Food Comes From-EBF</u></p> <p>5. <u>How We Get Our Foods-series SVE</u></p>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
B. Towns and Small Cities	<p style="text-align: center;"><u>Minor Objectives</u></p> <p>Develop an understanding that small towns and cities differ from rural communities in the way the land is used. Develop an understanding of the means of linking parts of the small city together-communication, transportation, utilities.</p>	<p style="text-align: center;"><u>Films</u></p> <ol style="list-style-type: none"> 1. <u>Farmer Don and the City</u> 2. <u>One Day On the Farm</u> 3. <u>Where Does Our Meat Come From-Coronet</u> 4. <u>Dairy-Farm to Door-Cahill</u> 5. <u>Truck Farm to Store-Cahill</u> 6. <u>The Truck Farm-Coronet</u> <p style="text-align: center;"><u>Texts</u></p> <ol style="list-style-type: none"> 1. <u>Laidlaw-Communities and Social Needs, p. 30-42 T.G.</u> <p style="text-align: center;"><u>Filmstrips</u></p> <ol style="list-style-type: none"> 1. <u>The Town Community(series)-EBF</u> 2. <u>Living in a Town-(Crete)</u> 3. <u>Life in a Small Town-MH</u> 4. <u>Little Town-U.S.A. series-Eye Gate</u> 5. <u>Living in a Town-Ginn</u> 6. <u>Visiting a Town-Eye Gate</u> 7. <u>Visiting a Village-Eye Gate</u>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
C. Big Cities	<p><u>Minor Objectives</u></p> <p>Develop an understanding that big cities have a number of residential, industrial, and therefore must have tall, close-by spaced buildings to make maximum use of the land.</p> <p>Develop an understanding that the diversity of jobs serves the needs of the people for goods and services.</p> <p>Develop an understanding that large cities can more ably serve the educational and recreational needs of people.</p>	<p><u>Films</u></p> <ol style="list-style-type: none"> 1. <u>This Is Our Town</u>-EBF 2. <u>Spring Come to the City</u>-Coronet 3. <u>Pipes in the House</u>-Churchill
		<p><u>Texts</u></p> <ol style="list-style-type: none"> 1. <u>Laidlaw-Communities and Social Needs</u>, p. 33-38. 2. <u>Field-Towns and Cities</u> 3. <u>Ginn-Your Towns and Cities</u> 4. <u>Scott, Foresman-Metropolitan Studies</u> 5. <u>SRA Resource Unit-Our Working World-Cities at Work</u> 6. <u>SRA Activity books</u>
		<p><u>Filmstrips</u></p> <ol style="list-style-type: none"> 1. <u>Living in a Big City</u>-(Crete) 2. <u>City Community (series)</u>-EBF 3. <u>Farm and City-Educational Reading Series</u> 4. <u>City Community Workers-Curriculum</u>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
C. Big Cities	<p align="center"><u>Minor Objectives</u></p> <p>Develop an understanding that big cities have a number of residential, industrial, and therefore must have tall, close-by spaced buildings to make maximum use of the land.</p> <p>Develop an understanding that the diversity of jobs serves the needs of the people for goods and services.</p> <p>Develop an understanding that large cities can more ably serve the educational and recreational needs of people.</p>	<p align="center"><u>Films</u></p>
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		<p align="center"><u>Texts</u></p>
		<ol style="list-style-type: none"> 1. <u>Laidlaw-Communities and Social Needs</u>, p. 33-38. 2. <u>Field-Towns and Cities</u> 3. <u>Ginn-Your Towns and Cities</u> 4. <u>Scott, Foresman-Metropolitan Studies</u> 5. <u>SRA Resource Unit-Our Working World-Cities at Work</u> 6. <u>SRA Activity books</u>
		<p align="center"><u>Filmstrips</u></p>
		<ol style="list-style-type: none"> 1. <u>Living in a Big City</u>-(Crete) 2. <u>City Community (series)</u>-EBF 3. <u>Farm and City-Educational Reading Series</u> 4. <u>City Community Workers-Curriculum</u>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
		5. <u>City Helpers</u> -Long 6. <u>Fun at the Park</u> -Long 7. <u>Family Visits Zoo</u> -Long 8. <u>People at Work</u> -Eye Gate 9. <u>Visiting a Large City</u> -Eye Gate 10. <u>Having Fun in the City</u> -Eye Gate 11. <u>Living in a Big City</u> -Ginn 12. <u>Working in Our Community</u> -Ginn 13. <u>Life in a Large City</u> -MH 14. <u>Big City-U.S.A.</u> series-Eye Gate <u>Films</u> 1. <u>A City and Its People</u> -Film Associates 2. <u>A Community Keeps House</u> -Film Associates 3. <u>Fathers Go Away to Work</u> -Bailey 4. <u>Jimmy Visits the City</u> -Coronet 5. <u>Stores in Our Community</u> -Coronet 6. <u>What Our Town Does For Us</u> -Coronet 7. <u>The City</u> -EBF

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
		<u>Library books</u>
		1. Pitt, Valerie- <u>Let's Find Out About the City.</u>
		2. Radnauer, Edward and Ruth Shaw- <u>What Is A Community?</u>
		3. Schneider, Herman and Nina- <u>Let's Look Under the City.</u>
		4. Vrell, Catherine- <u>Big City and How It Grew.</u>
		5. Lenski, Lois- <u>We Live in the City.</u>
		6. Grossbait, Francine- <u>A Big City.</u>
<u>UNIT III</u>	<u>Major Objectives</u>	<u>Text</u>
Community Needs	Develop an understanding of the factors that influence the location, development, and character and growth of communities.	1. Laidlaw- <u>Communities and Social Needs</u> , p. 40-44 T.G.
3-4 weeks		2. Benefic Press- <u>Man and His Communities</u> , p. 64-74, 77-81, 53-73.
	<u>Minor Objectives</u>	3. Ginn- <u>Your Towns and Cities</u>
A. Communities and Their People	A. Develop an understanding that communities must meet the needs of its people for food, water, shelter, clothing, services, and a means to earn a living. Learn that some communities are special communities as suburbs, and retirement villages.	4. Field- <u>Towns and Cities</u>
		5. <u>SRA Resource:Unit</u> a. Activities-p. 171-175 b. Stories-p. 175-178
		6. <u>SRA-Activity Book</u>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
		<p><u>Library books</u></p> <ol style="list-style-type: none"> 1. Tensen, Ruth-<u>Come To The City</u> <p><u>Filmstrips</u></p> <ol style="list-style-type: none"> 1. <u>Children of the Inner City-S.V.E. series</u> <p><u>Films</u></p> <ol style="list-style-type: none"> 1. <u>Homes Around the World</u> 2. <u>The Neighborhood Community</u> 3. <u>Working Together In a Neighborhood</u> 4. <u>A City and It.'s People-Film Associates</u> 5. <u>Helpers In Our Community-Coronet</u> 6. <u>What Our Town Does For Us-Coronet</u> <p><u>Text</u></p> <ol style="list-style-type: none"> 1. <u>Laidlaw-Communities and Social Needs</u>, p. 45-48 T.G. 2. <u>Benefic Press-Man and His Communities</u>, p. 143-152. 3. SRA Resource Unit <ol style="list-style-type: none"> a. Activities-p. 160-162 b. Stories-p. 162-166
B. Transportation and Communication	B. Develop an understanding that communication and transportation have grown thus influencing community growth.	

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
		<p><u>Library books</u></p> <ol style="list-style-type: none"> 1. Bendick, Jeanne and Robert-<u>Television Works Like This</u> 2. Bucheimer, Naomi-<u>Let's Go to the Telephone Company</u> 3. Butler, Roger-<u>Let's Go to the Automobile Factory</u> 4. Dagliesh, Alice-<u>America Travels</u> 5. Schloat, G. Warren-<u>Adventures of a Letter</u> 6. Bendick, J.-<u>First Book of Ships</u> 7. Barr, Jene-<u>Big Wheels, Little Wheels</u> 8. Bothwell, Jean-<u>First Book of Roads</u> 9. Zaffo, George-<u>Big Book of Real Airplanes, Big Book of Real Trucks, Building Your Super-Highways</u> 10. Sootin, Laura-<u>Let's Go to the Airport</u>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
		<p><u>Filmstrips</u></p> <ol style="list-style-type: none"> 1. <u>Traveling In and Out of the City-series-Coronet</u> 2. <u>The Airplane Changes America-Eye Gate House</u> 3. <u>Railroads and Our Mail-(Crete)</u> 4. <u>The Postal Story-(Crete)</u> 5. <u>The Bus Driver-MH</u> <p><u>Films</u></p> <ol style="list-style-type: none"> 1. <u>Communication for Beginners-Coronet</u> 2. <u>Buses That Serve the Community-Film Associates</u> 3. <u>Communications and the Community-Churchill</u> 4. <u>Trucks and Trains-Churchill</u> 5. <u>Why Communities Trade Goods-</u> 6. <u>Transportation In the Modern World-Coronet</u> 7. <u>The Big Wide World-Coronet</u> 8. <u>Railroad Rhymths-Film Associates</u> 9. <u>Seaport-EBF</u> 10. <u>Our Post Office-EBF</u>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
C. Community Government	<u>Minor Objectives</u> Develop an understanding that every community needs a form of government to perform services for the community and that the government is supported by taxes.	<u>Films continued</u> 11. <u>Airport in the Jet Age</u> -(2d edition) EBF 12. <u>City Bus Driver</u> -EBF <u>Study Prints</u> 1. <u>How People Travel in the City</u> -SVE 2. <u>Moving Goods for People In the City</u> -SVE <u>Text</u> 1. <u>Laidlaw-Communities and Social Needs</u> , p. 49-51 T.G. 2. <u>Benefic Press-Man and His Communities</u> , p. 123-142. 3. <u>Scott, Foresman-Metropolitan Studies</u> , Unit 5. 4. <u>Ginn-Your Towns and Cities</u> , p. 42. 5. <u>SRA Resource Unit-Our Working World</u> , p. 108-127. 6. <u>SRA Activity book</u>

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES

Library books

1. Eichner, James-First Book of Local Government
2. Newman, Shirlee Petkin, and Sherman, Diane Finn-About the People Who Run Your City
3. Turner, Mina-Town Meeting Means Me
4. Sootin, Laura-Let's Go To A Police Station
5. Miner-True Book of Policeman and Fireman
6. Schwartz, Alvin-The City and Its People: The Story of One City's Government

Filmstrips

1. A Day In the Life of a Mayor-Troll
2. Workers for the Public Welfare-Eye Gate
3. Community Helpers-MH
4. Community Workers-Curriculum
5. Community Services-EBF
6. The Fireman-Long

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
		<p><u>Filmstrips continued</u></p> <ol style="list-style-type: none"> 7. <u>Our Post Office</u>-SVE 8. <u>People Who Work for Our Health</u>-FOM 9. <u>The Policeman</u>-Long 10. <u>Policemen and Firemen</u>-SVE 11. <u>The Postman</u>-Long 12. <u>Schools</u>-SVE <p><u>Films</u></p> <ol style="list-style-type: none"> 1. <u>Our City Government</u>-Film Associates 2. <u>What Our Town Does For Us</u>-Coronet 3. <u>The Policeman</u>-(2d edition)-EBF 4. <u>A City and Its People</u>-Film Associates 5. <u>A Community Keeps Healthy</u>-Film Associates 6. <u>A Community Keeps House</u>-Film Associates 7. <u>City Firefighters</u>-Coronet 8. <u>Community Helpers-The Sanitation Department</u>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
		<u>Filmstrips continued</u>
		9. <u>A Day With Fireman Bill</u> -FA
		10. <u>Everyone Helps In a Community</u> -Churchill
		11. <u>The Firemen</u> -(2d edition)-EBF
		12. <u>Firemen on Guard</u> -Cahill
		13. <u>Helpers in Our Community</u> -Coronet
		14. <u>Helpers Who Come to Our House</u> -Coronet
		15. <u>The Mailman</u> -(2d edition)-EBF
		16. <u>Policemen-Day and Night</u> -Cahill
		17. <u>Postman-Rain or Shine</u> -Cahill
<u>UNIT IV</u>	<u>Major Objectives</u>	
Maps and Globes	Develop an ability to interpret symbols used on maps and globes.	
3-4 weeks	Develop an understanding of how the earth's movements and its relationship to the sun affect life on earth.	

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
	<u>Minor Objectives</u>	<u>Texts</u>
A. Maps and Symbols	A. Gain an understanding that a map is a flat drawing of a part of the earth's surface with symbols used to represent natural and man-made features.	<ol style="list-style-type: none"> 1. Laidlaw - <u>Communities and Social Needs</u>, p. 53-59 T.G. 2. Benefic Press - <u>Man and His Communities</u> 3. Weekly Reader - <u>Map Skills</u>
		<u>Library books</u>
		<ol style="list-style-type: none"> 1. Epstein, Sam and Beryl - <u>First Book of Maps and Globes</u> 2. Hine, Al - <u>Where in the World Do You Live?</u> 3. Leaf, Monroe - <u>Geography Can Be Fun</u> 4. Pease, Josephine Van Dolzen - <u>This Is the World</u>
		<u>Filmstrips</u>
		<ol style="list-style-type: none"> 1. <u>Maps and Men</u> - Crete 2. <u>Towns, Cities and Their Symbols</u> - Jam Handy 3. <u>What Is a Map</u> - Jam Handy

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
B. Using a Globe	<u>Minor Objectives</u> B. Develop an understanding that the globe is a model of the earth with large land areas called continents and water areas called oceans represented.	<u>Films</u> 1. <u>Maps Are Fun</u> -(2d edition)-Coronet 2. <u>Maps of Our Locality</u> -Bailey
		<u>Text</u> 1. Iaidlaw- <u>Communities and Social Needs</u> , p. 60-62 T.G. 2. Benefic Press- <u>Man and His Communities</u> 3. Weekly Reader- <u>Map Skills</u> <u>Library books</u> 1. Bethers, Ray- <u>This Is Our World</u> <u>Filmstrips</u> 1. <u>Our Globe-The Whirling Ball on Which We Live</u> -Crete 2. <u>Latitude and Longitude-Time Zones and Climate</u> <u>Films</u> 1. <u>If You Could See the Earth</u> -EBF 2. <u>Introducing Globes</u> -Bailey

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
		<u>Films continued</u>
		3. <u>The Globe and Our Round Earth-Coronet</u>
		4. <u>Our Big Round World</u>
		<u>Texts</u>
		1. <u>Laidlaw-Communities and Social Needs</u> , p. 63-66 T.G.
		<u>Library books</u>
		1. Bethers, Ray- <u>This is Our World</u>
		2. Fisher, Aileen- <u>Up, Up the Mountain</u>
		3. McCloskey, Robert- <u>Time of Wonder</u>
		<u>Filmstrips</u>
		1. <u>All My Seasons</u> -McGraw-Hill
		2. <u>A Day In February is a Winter Day</u> -Jam Handy
		<u>Films</u>
		1. <u>Children In Spring</u> -EBF
		2. <u>Children In Summer</u> -EBF
C. The Earth and the Sun	<u>Minor Objectives</u> C. Develop an understanding of what makes day and night, some countries hot and others cold, and the seasons.	

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
<p><u>UNIT V</u></p> <p>Communities In Warm Lands</p> <p>3-4 weeks</p> <p>A, Hawaii</p>	<p><u>Major Objectives</u></p> <p>Develop an understanding of the things in common in communities in warm lands and the things that differentiate one from another. Children should learn that climatic, geographical and geological conditions influence the ways people live.</p>	<p><u>Films continued</u></p> <p>3. <u>Causes of the Seasons</u>-Coronet</p> <p><u>Study Prints</u></p> <p>1. <u>Earth and Sun</u>-Scientific Corporation</p> <p>2. <u>Four Seasons</u>-Hubert Lawmen</p> <p><u>Text</u></p> <p>1. Laidlaw-<u>Communities and Social Needs</u>, p.68-73 T.G.</p> <p><u>Library Books</u></p> <p>1. Brown, Bill-<u>People of Many Islands</u></p> <p>2. Floethe, Louise Lee-<u>The Islands of Hawaii</u></p> <p>3. Bailey, Bernadine-<u>Picture Book of Hawaii</u></p>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
B. Mexico		<u>Filmstrips</u>
		1. <u>Hawaii-series-Talala</u>
		<u>Films</u>
		1. <u>Modern Hawaii</u> -(2d edition) Coronet
		2. <u>Hawaii-America's Tropical State</u> - (Rental-Learning Resources Center S I U)
		3. <u>I Live In Hawaii</u> -Film Associates
		4. <u>Hawaii-The Fiftieth State</u> -People Resources EBF
		5. <u>Hawaii-U.S.A.</u> -Bailey
		<u>Text</u>
		1. Laidlaw- <u>Communities and Social Needs</u> , p. 74-78 T.G.
		<u>Library books</u>
		1. Torshis, Elizabeth Kent- <u>The Village That Learned to Read</u>
		2. Behn, Harry- <u>The Two Uncles of Pablo</u>
		3. <u>Tacho, Boy of Mexico</u> -Follett Publishing

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
		<p><u>Filmstrips</u></p> <ol style="list-style-type: none"> 1. <u>Mexico-Talala</u> 2. <u>Mexico: Yesterday and Today-Talala</u> <p><u>Films</u></p> <ol style="list-style-type: none"> 1. <u>Mexican Boy-Story of Pablo-</u> (Rental-Learning of Resources Center S I U) 2. <u>Boy of Mexico-(Rental-Learning of Resources Center S I U)</u> 3. <u>Mexican Village Life-Coronet</u> 4. <u>Boy of Mexico-Juan and His Donkey-Coronet</u> <p><u>Text</u></p> <ol style="list-style-type: none"> 1. <u>Laidlaw-Communities and Social Needs, p. 79-83 T.G.</u>
<p>C. Puerto Rico</p> <p><u>UNIT VI</u></p> <p>Communities in Cold Lands</p> <p>3-4 weeks</p>	<p><u>Major Objectives</u></p> <p>Develop an understanding and appreciation of how people living in the cold lands utilize their natural resources and adapt themselves to their environment. Gain an understanding of the fact that people travel to these cold lands each year-some to visit and some to find jobs.</p>	

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
	<u>Minor Objectives</u>	<u>Text</u>
A. Alaska	<p>A. Children learn geographic location of Alaska and how this influences climate.</p> <p>B. Gain an understanding of how people live in Alaskan villages and how they provide for needs.</p> <p>C. Learn about Alaskan villages, cities and why Alaskan communities are growing.</p>	<p>1. <u>Laidlaw-Communities and Social Needs</u>, p. 85-89 T.G.</p> <p><u>Library books</u></p> <p>1. <u>Bleeker, Sonia-The Eskimo: Arctic Hunters and Trappers</u></p> <p>2. <u>Brewster, Benjamin-First Book of Eskimos</u></p> <p>3. <u>Copeland, Donald McKillop-The True Book of Little Eskimos</u></p> <p>4. <u>Creekmore, Raymond-Lokoshi Learns to Hunt Seals</u></p> <p>5. <u>Glubok, Shirley-Art of the Eskimo</u></p> <p>6. <u>Les Tina, Dorothy-Alaska: A Book To Begin On</u></p> <p>7. <u>Pine, Tillie S. and Joseph Levine-The Eskimos Knew</u></p> <p>8. <u>Machetanz, Sara-A Puppy Named Gih</u></p> <p>9. <u>Morrow, Suzanne-Inatuk's Friend</u></p> <p>10. <u>Breetveld, Jim-Getting to Know Alaska</u></p> <p>11. <u>Damjan, Mischa-Atuk</u></p>

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES

Library books continued

12. Frenchen, Pipaluk-Eskimo Boy

Filmstrips1. Alaska: Our 49th State-Crete2. Eskimoos of Alaska: Hunting and Fishing in the Summer-Crete3. Eskimoos of Alaska: Hunting and Fishing in Winter-Crete4. Eskimoos of Alaska: Winter Days-Crete5. Alaska: Commerce and Industry-EFF6. Alaska: Discovery and Development-EBF7. Alaska: The Land and Its ResourcesFilms1. Life in Cold Lands-Eskimo Village-Coronet2. Eskimo Family-EBE3. Land of the Long Day-International4. Alaska-A Modern Frontier-(Rental-Learning Resources Center S I U)

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
	<u>Minor Objectives</u>	<u>Text</u>
B. Norway	Children learn where Norway is located and what the climate is. Children learn how city people live in Norway, and something of cities of Norway.	<ol style="list-style-type: none"> 1. Laidlaw-<u>Communities and Social Needs</u>, p. 90-95 T.G. <u>Library books</u> <ol style="list-style-type: none"> 1. Hader, Berta and Elmer-<u>Reindeer Trail</u> 2. Berg, Inca-<u>The White Reindeer</u> 3. Darbois-Alsak, <u>Boy of Lapland</u> 4. Malmstrom, Vincent and Ruth-<u>Life In Europe, Norway</u> <u>Filmstrips</u> <ol style="list-style-type: none"> 1. <u>Norway-Crete</u>
<u>UNIT VII</u>	<u>Major Objectives</u>	<u>Texts</u>
Cities Around the World	All cities are alike in many ways in that they are composed of people, land, and buildings, yet each has unique characteristics.	
3-4 weeks	<u>Minor Objectives</u>	
A. Amsterdam	A. Children learn about location and unique features of Amsterdam and about the homes, clothing and transportation in Amsterdam.	<ol style="list-style-type: none"> 1. Laidlaw-<u>Communities and Social Needs</u>, p. 97-101 T.G. <u>Library books</u> <ol style="list-style-type: none"> 1. Backley, Peter-<u>Jan of Holland</u>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
		<u>Library books continued</u>
		2. DeJong, Dola- <u>Picture Story of Holland</u>
		3. Dodge, Mary Mapes- <u>Hans Brinker</u>
		4. Irwin, Theodore- <u>Let's Travel in Holland</u>
		<u>Filmstrips</u>
		1. <u>The Netherlands</u> -Crete
		2. <u>The Netherlands</u> -Audio Visual Division Popular Science Publishing Company
		3. <u>We Visit Holland</u> -Eye Gate House
		<u>Films</u>
		1. <u>A Boy of the Netherlands</u> -Coronet
		2. <u>Netherlands: Past and Present</u> - Coronet
		3. <u>People of the Netherlands</u> -(Rental Learning Resources Center S I U)
	<u>Minor Objectives</u>	<u>Text</u>
B. Tokyo	1. Children learn geographic location of Tokyo and some features unique to Tokyo.	1. Laidlaw- <u>Communities and Social Needs</u> , p. 102-106 T.G.
	2. Children learn something of homes, transportation and education	<u>Library books</u>
		1. Darbois- <u>Noriko, Girl of Japan</u>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
	<p><u>Minor Objectives continued</u></p> <p>in Tokyo.</p>	<p><u>Library books continued</u></p> <p>2. Bryant, Sara Cone-<u>The Burning Rice Fields</u></p> <p><u>Films</u></p> <p>1. <u>Japan: Land and People</u>-(Rental-Learning Resources Center S I U)</p> <p>2. <u>Boy of Japan: Ito and His Kite-Coronet</u></p>
C. London	<p><u>Minor Objectives</u></p> <p>C. Children learn geographic location of London. Children learn something of housing, transportation and interesting sights.</p>	<p><u>Text</u></p> <p>1. Laidlaw-<u>Communities and Social Needs</u>, p. 107-112 T.G.</p> <p>2. <u>SRA Resource Unit</u> a. <u>Activities</u>-p. 201-202 b. <u>Stories</u>-p. 202-206</p> <p><u>Library books</u></p> <p>1. Bullock, Leslie G.-<u>The Childrens Book of London</u></p> <p>2. Osmond, Edward-<u>Towns</u></p> <p>3. Rosenbaum, Maurice- <u>This Is London</u></p> <p>4. Sasek, Miroslav-<u>This Is London</u></p> <p>5. Streatfield, Noel-<u>The First Book of England</u></p>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
		<u>Library books continued</u>
		6. Street, Alicia- <u>The Key to London</u>
		<u>Films</u>
		1. <u>London: The City and Its People-</u> Coronet
		<u>Filmstrips</u>
		1. <u>London: Nerve Center of Great</u> <u>Britain-Eye Gate House</u>
		<u>Text</u>
		1. <u>Laidlaw-Communities and Social</u> <u>Needs</u> , p. 114-116 T.G.
		<u>Library books</u>
		1. <u>Freeman, Mae-Stars and Strips:</u> <u>The Story of the American Flag</u>
		2. Georgiody, Nicholas and Louis Romano- <u>Our Country's Flag</u>
		3. Graves, Charles P.- <u>Fourth of July</u>
		4. Miller, Natalie- <u>The Story of the</u> <u>Liberty Bell</u>
		5. Follett Publishing Company- <u>Story of Statue of Liberty</u> <u>Story of Mayflower Compact</u> <u>Story of Star Spangled Banner</u>
UNIT VIII	<u>Major Objectives</u>	
Freedom In America	Develop an appreciation of our country's past history and how we as responsible citizens can contribute to its future growth.	
3-4 weeks		
A. Stars and Stripes	A. Develop an understanding of the symbols important to our country's history	

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
B. Being Good Citizens	B. Learn meaning of pledge of Allegiance and flag etiquette. Learn the privileges and obligations of citizenship.	<p><u>Library books continued</u></p> <p>6. Crouthers, David-<u>Flags of America</u></p> <p><u>Filmstrips</u></p> <p>1. <u>What Our Flag Means to You</u>-Popular Science Filmstrips of the Month Club</p> <p>2. <u>Your American Citizenship</u>-Crete</p> <p><u>Films</u></p> <p>1. <u>What Does Our Flag Mean?</u>-Coronet Text</p> <p>1. <u>Laidlaw -Communities and Social Needs</u>, p. 117-119 T.G.</p> <p><u>Library books</u></p> <p>1. Witty Dr. Paul-<u>Freedom and Our U.S. Family</u></p> <p><u>Filmstrip</u></p> <p>1. <u>Your American Citizenship</u>-Crete</p> <p><u>Films</u></p> <p>1. <u>Citizenship at Home</u>-Frith</p> <p>2. <u>Land of Liberty</u>-(Rental-Learning Resources Service S I U)</p>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
	<u>Minor Objectives</u>	<u>Text</u>
C, Special Places in Our Country	C. Learn of some of the places considered historically important to our country and why they are so considered.	<ol style="list-style-type: none"> 1. Laidlaw-<u>Communities and Social Needs</u>, p. 120-124 T.G. <p><u>Library books</u></p> <ol style="list-style-type: none"> 1. Follett Publishing Company-<u>Story of Mt. Rushmore</u> 2. Rosenfield, Bernard-<u>Let's Go to the Capitol</u> 3. Barr, Jene-<u>This Is My Country</u> 4. Holland, Janice-<u>Story of Washington D.C.-Let's Build A City</u> 5. Miller, Natalie-<u>Story of the White House</u> <p><u>Filmstrips</u></p> <ol style="list-style-type: none"> 1. <u>Washington, D.C.-FOM</u> <p><u>Films</u></p> <ol style="list-style-type: none"> 1. <u>Washington, D.C.: Story of Our Capitol-Coronet</u> 2. <u>The Nation's Capitol-MH</u>

CRETE-MONEE SCHOOL DISTRICT 201-U

CURRICULUM GUIDE

SOCIAL STUDIES

GRADE 4

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
<p>UNIT I 3-4 weeks</p> <p>THE EARTH WE LIVE ON</p> <p>A. The Earth in Space</p> <p>B. Maps and Globes</p>	<p>Develop an understanding of the movements of the earth and an insight into how these movements affect our lives.</p> <p>Develop an understanding of the basic map reading skills and an understanding of the minimal needs of all people, (land and water)</p> <p>A. Develop an understanding of the movements of the earth (rotation, revolution) and its relationships to day and night, length of days, seasons.</p> <p>A. Develop an understanding of continents, oceans, hemispheres, latitude, longitude, map symbols, map scales, mileage tables.</p>	<p><u>Regions and Social Needs</u>, Text (Laidlaw) T.G. 13-18</p> <p><u>Our Earth in Motion</u>, Filmstrip Talala</p> <p><u>The Sun and Our Seasons</u>, Filmstrip Talala</p> <p><u>The Earth's Movements</u>, Film</p> <p><u>Causes of the Seasons</u>, Film</p> <p><u>Our Big Round World</u>, Film</p> <p><u>The Globe and Our Round Earth</u>, Film</p> <p><u>Land and Waters of Our Earth</u>, Film</p> <p><u>Maps are Fun</u>-2d edition, Film</p> <p><u>Water, Water Everywhere</u>, Film</p> <p><u>Man Uses and Changes the Land</u>, Film</p> <p><u>Laidlaw</u>: T.G. 19-31</p> <p><u>Understanding the Map</u>, Film (University of Illinois-rental)</p> <p><u>Maps and Their Meanings</u>, Film (University of Illinois-rental)</p>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
B. continued		<p>Elementary Outline Maps (Beckley Cardy) #221-614 (Masters-Trans.)</p> <p><u>Reading Political and Economic Maps,</u> Filmstrip (Encyclopedia Britannica) #8520</p> <p>Maps, Land Symbols and Terms, Color- Sound Film (Academy Films)</p> <p><u>Student Reading</u></p> <p><u>First Book of Maps and Globes,</u> Epstein</p>
C. Land And Water	A. Gain an understanding of sources of water, uses of water. Gain an insight into uses of land in relation to the food and natural resources of man.	<p><u>Laidlaw:</u> T.G. 32-37</p> <p>Regions of the World;Elementary Outline Maps, Master and Trans.</p> <p>Nations Around the World, Tapes</p> <p><u>Student Reading</u></p> <p><u>Water, Our Most Valuable Natural</u> <u>Resource (Green)</u></p>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
<p>UNIT II 3-4 weeks</p> <p>LIVING IN THE DESERT</p> <p>A. North American Desert</p>	<p>Gain an understanding of where deserts are located, how they are formed, what plants and animals live in deserts and how these are unlike other plants and animals.</p> <p>A. The American Desert</p> <ol style="list-style-type: none"> 1. To appreciate how man is finding new ways of living in the desert. 2. To understand where the North American deserts are, how the mountains prevent water from reaching it and yet permit the basic needs of people to be met. 	<p><u>Laidlaw</u>: T.G. 38-43</p> <p><u>Deserts of the World</u>, Studyprints Crete</p> <p><u>Soils</u>, Studyprints-Crete (CCM School Materials Inc.)</p> <p><u>Desert Community</u>, Film (Rental Learning Resources Service SIU)</p> <p><u>Boy of the Navajos</u>, Film (Rental Learning Resources Service SIU)</p> <p><u>A Desert</u>, Filmstrip (Eye Gate) F187-A Crete</p> <p><u>The West-Dry Lands of the West</u>, Filmstrip (Southern section)-Crete</p> <p><u>We Explore the Desert</u>, Film (Coronet)</p> <p><u>Life in Hot, Dry Lands</u> (California), Film (Coronet)</p> <p><u>Life in an Oasis</u> (North Africa), Film (Coronet)</p> <p><u>Life of Nomad People</u> (Desert Dwellers), Film (Coronet)</p>

CONTENT	OBJECTIVES	RESOURCES & OBJECTIVES
A. continued		<u>Student Reading</u> <u>The Desert People</u> (Clark) <u>Tio Maria's Garden</u> (Clark) <u>Little Navajo Bluebird</u> (Clark) <u>Laidlaw:</u> T.G. 44-47 <u>Family Life of Desert Nomads, Film</u> (Walt Disney-silent)
B. Sahara Desert	A. To show grographically why the Sahara is the largest, hottest, and driest desert. B. To come to an understanding of how the Bedouins and other desert peoples meet their needs through their own efforts in their nomadic habits.	<u>Student Reading</u> <u>My Village in Morocco</u> (Gidal) <u>Desert Carovans: Challenge of the Changing Sahara</u> (Joy) <u>Laidlaw:</u> T.G. 48-50
C. Gobi Desert	A. To realize that the Mongols can only live on the outer edges of the desert.	<u>Laidlaw:</u> T.G. 48-50
D. Australian Desert	A. Develop an understanding that most of the Central and Western Australian is desert and its inhabitants are very primitive, spending most of their time hunting for food and water. B. To learn that even in these deserts, civilized man can find useful occupations as sheep raising and mining.	<u>Laidlaw:</u> T.G. 51-53 <u>Student Reading</u> <u>Narni of the Desert</u> , (Westwood) <u>"I Saw You From Afar": A Visit to the Bushmen of the Kalahari Desert</u> (Perkins)

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
<p>UNIT III 3-4 weeks</p> <p>LIVING IN THE WESTERN COASTAL LANDS</p> <p>A. Northwest Coast of North America</p>	<p>Gain an understanding of where western coastal lands are formed, and how people are able to meet their needs through occupations and community life.</p> <p>A. Gain an understanding of the geographic location of the northwest coast of North America and to learn how the forests and rivers of this area help people meet their needs for water, food, housing and clothing.</p>	<p><u>Laidlaw</u>: T.G. 54</p> <p><u>Forests, Studyprints</u> (CCM Scholastic Materials Inc.)</p> <p><u>Laidlaw</u>: T.G. 55-58</p> <p><u>The West-Coast Lands of the Northwest, Filmstrip</u> <u>Crete</u></p> <p><u>Let's Visit a Tree Farm</u>, Film (Coronet)</p> <p><u>Conserving Our Forests Today</u>, Film (Coronet)</p> <p><u>Paper and Pulp Making</u>, Film (Coronet)</p> <p><u>North American Regions: The Pacific Coast</u>, Film (Coronet)</p> <p><u>New Zealand: The Land and the People</u>, Film (Coronet)</p> <p><u>Western Europe: An Introduction</u>, Film (Coronet)</p> <p><u>How Trees Help Us</u>, Film (Coronet)</p> <p><u>Student Reading</u></p> <p><u>The Columbia River</u> (Holbrook)</p>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
B. Southwest Coast of South America	A. Gain an understanding of the geographic location and climate conditions, which made this a favorable spot for the early inhabitants and settlers and which makes it a tourist attraction now. To learn how the discovery of oil has helped Chile.	<u>Laidlaw:</u> T.G. 59-61 <u>Chile</u> , Filmstrip-no wording Crete <u>Student Reading</u> <u>Chile</u> , (Brietveld) <u>Student Reading</u>
C. New Zealand	To understand the geographic and climatic conditions which makes the raising of cattle and sheep an important occupation in New Zealand. Learn something of the early inhabitants, the Maori, and later settlers, British..	<u>Laidlaw:</u> T.G. 62-64 <u>World Community New Zealand</u> , Filmstrip 3 strips Talala
D. Northwest Europe	Gain an understanding of the geographic location and climatic conditions which contribute to the choice of occupations of the inhabitants. These occupations are fishing, farming, forestry, and manufacturing. To learn the importance of transportation in the growth of the countries. To appreciate the historic background of the countries.	<u>Laidlaw:</u> T.G. 65-70

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
<p>UNIT IV 3-4 weeks</p> <p>LIVING IN THE TROPICAL RAIN FOREST</p>	<p>Gain an understanding of how people live in most of the tropical rain forests of the world in which they lie between the Tropic of Cancer and Tropic of Capricorn where all vegetation grows rapidly. To learn how tropical rain forests are important to us.</p>	<p><u>Laidlaw</u>: T.G. 71</p> <p><u>The Tropical Rain Forest</u>, Filmstrip (Eye Gate) F187-G Crete</p>
<p>A. Amazon River Basin</p>	<p>A. To develop an understanding that the people live on flood plains that is clear of most vegetation.</p> <p>B. To realize that there are crops all year so there is no need to store food.</p> <p>C. To develop the idea that with the excess rain, the soil wears out fast making the farmers move frequently to clear new land.</p> <p>D. To understand that boats and airplanes are the most important means of transportation.</p> <p>E. To understand that houses in cities are much like ours but that forest homes are made of wood and built on stilts.</p>	<p><u>Laidlaw</u>: T.G. 72-75</p> <p><u>Life in Hot Rain Forests</u> (Amazon Basin), Film (Coronet)</p> <p><u>Life in Hot Wet Lands</u> (Congo Basin), Film (Coronet)</p> <p><u>Life Along the River in Brazil-The Amazon</u>, Film (Academy Films)</p> <p><u>Student Reading</u></p> <p><u>River Boy: An Adventure on the Amazon</u> (Hermann)</p> <p><u>True Book of Jungles</u> (Podendorf)</p> <p><u>The Forest People</u> (Turnball)</p>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
A, continued	F. To appreciate that forest products of the rain forest are sent all over the world.	
B. Congo River Basin	<p>A. To develop an understanding that many rapids and waterfalls on the Congo hinder water transportation but on slower areas of the river, boats do much transporting of goods.</p> <p>B. To understand that even in primitive tribes as the Bantu and Pygmies a common means of assistance for their needs is undertaken.</p>	<p><u>Laidlaw</u>: T.G. 76-77</p> <p><u>Life Along the Nile</u>, Filmstrip (Encyclopedia Britanica) Meadowood</p> <p><u>African Folk Tales</u>, Filmstrip (World Community Series) Talala</p> <p><u>Student Reading</u></p> <p><u>Agosson, Boy of Africa</u> (Darbois)</p> <p><u>The Jungle</u> (Borten)</p>
C. Malaya	A. To develop an understanding that more people live in Malaya than other rain forests because of its resources of tin and the large rubber plantations.	<p><u>Laidlaw</u>: T.G. 80-81</p> <p><u>Malayasia and Singapore</u> (King)</p> <p><u>Our World Neighbor-Asia and the Pacific</u>, Filmstrip Series Singapore, New Guinea, etc. Talala</p> <p><u>Student Reading</u></p> <p><u>New World of Rubber</u> (Eberle)</p>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
<p>UNIT V 3-4 weeks</p> <p>LIVING ON THE PLAINS</p> <p>A. Interior Plains of North America</p>	<p>Gain an understanding of where the plains are located, how they formed, how people live on interior plains of the world, and how these plains are important to man.</p> <p>A. To understand that the rich farm land of the plains attracted many settlers.</p> <p>B. To understand that improved methods of farming and transportation helped the plains people get supplies and send products to market.</p> <p>C. To come to appreciate how the Plains Indians used this area.</p> <p>D. To understand that the climatic conditions and land area could produce an excess of food.</p> <p>E. To develop the understanding that the Canadian plains produces many crops and is rich in natural resources.</p>	<p><u>Laidlaw</u>: T.G. 82-88</p> <p><u>North American Regions: The Central Lowlands</u>, Film (Coronet)</p> <p><u>North American Regions: The Great Plains</u>, Film (Coronet)</p> <p><u>Life in the Grasslands</u>, Film (Coronet)</p> <p><u>Mid-Latitude Grasslands</u>, Filmstrip (Eye Gate) F187-C Crete</p> <p><u>The Great Plains From Green To Gold</u>, Film (McGraw-Hill)</p> <p><u>The Middle West-The Corn Belt</u>, Filmstrip-Crete</p> <p><u>Student Reading</u></p> <p><u>The Sod House</u> (Coatsworth)</p> <p><u>Dust Bowl: The Story of Man on the Great Plains</u> (Lauber)</p>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
A. continued		<p><u>The Treeless Plains</u> (Rounds)</p> <p><u>Little House in the Big Woods</u> (Wilder)</p> <p><u>The Early American Indian</u>, Filmstrip (Eye Gate) Monee</p>
B. The Pampas	<p>A. To learn that the South American Pampas area produces good crops where rainfall is sufficient and other areas are good for grazing.</p> <p>B. To understand that the early Spanish settlers influenced its cultural and occupational development.</p>	<p><u>Laidlaw</u>: T.G. 89-91</p> <p><u>The Pampas: Heartland of Argentina</u>, Filmstrip (Encyclopedia Britanica) Meadowood</p> <p><u>Argentina</u>, Filmstrip (No wording) Crete</p>
C. Living Along the Huang Ho	<p>A. To develop an understanding of why these Chinese people continue to live in a river basin that frequently floods.</p> <p>B. To understand that people sometimes build walls around a place to protect it.</p> <p>C. To learn that these people can generally produce only enough food for their own families and trade for other needed materials.</p>	<p><u>Laidlaw</u>: T.G. 92-94</p>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
D. The Veld	<p>A. To realize why these lands are only grazing areas on which the Basuto makes his living.</p> <p>B. To learn that the Basuto tribe is controlled in all affairs by the chief.</p> <p>C. To develop an understanding that many men have now turned to working in the Veld's rich mines.</p>	<p><u>Laidlaw</u>: T.G. 95-97</p> <p><u>Student Reading</u></p> <p><u>Sia Lives in Kilimanjaro</u> (Riwo-Brick)</p> <p><u>Ronnie and the Chief's Son</u> (Coatsworth)</p> <p><u>The Masai, Herders of East Africa</u> (Blaker)</p> <p><u>Gennet Lives in Ethiopia</u></p>
<p>UNIT VI</p> <p>3-4 weeks</p> <p>LIVING IN THE MOUNTAINS</p>	<p>Develop an understanding of how mountain ranges are formed and where the major ranges are located.</p> <p>Develop an understanding of the way the people living in these mountains meet their needs for food, clothing, and the types of homes they have in the mountains.</p> <p>Gain an insight into how mountains are important to man.</p>	<p><u>North American Regions: Rocky Mountains</u>, Film (Coronet)</p> <p><u>Life in Mountains</u> (Switzerland), Film, (Coronet)</p> <p><u>Life in the Alps</u> (Austria), Film (Coronet)</p>
A. North American Rocky Mountains	A. Develop an understanding of the geographic location and geological formation of the Rockies.	<u>Laidlaw</u> : T.G. 98-103

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
A. continued	<p>B. Gain an understanding of the natural resources in the mountains and the uses made of each.</p> <p>C. To learn that these mountains are a great tourist attraction.</p>	
B. Alps of Europe	<p>A. Gain an understanding of the geographic location and the geological formation of the Alps.</p> <p>B. To develop an understanding of the ways people make a living in the Alps.</p> <p>C. Gain an understanding of the land uses of the Alps and what makes this a tourist attraction.</p> <p>D. Gain an understanding of the form of government practiced in Switzerland.</p>	<p><u>Laidlaw</u>: T.G. 104-108</p> <p><u>Switzerland</u>, Filmstrip-Crete</p> <p><u>Children of Switzerland</u>, Film</p> <p><u>Alpine Village</u>, Film (both rentals from Learning Resources Service SIU)</p>
C. The Andes of South America	<p>A. Gain understanding of the geographical location of the Andes and how this location has influenced the way the people live.</p>	<p><u>Laidlaw</u>: T.G. 109-111</p> <p><u>Peru Echoes the Inca</u>, Filmstrip (World Community Series)</p> <p><u>Seeing the Andes Countries</u>, Filmstrip Talala</p>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
C. continued		<u>Student Reading</u>
		<u>Quito Express</u> (Bememans)
D. Living in the Himalayas	A. Learn the geographical location of the Himalayas and learn how this location has influenced the life of the inhabitants.	<u>Laidlaw</u> : T.G. 112-114
		<u>Student Reading</u>
		<u>Sia Lives in Kilimanjaro</u>
UNIT VII 3-4 weeks		
MAN AND HIS RESOURCES	Gain an understanding of how people utilize the resources available to them and to appreciate that all communities of man need a form of government.	<u>Conservation for Beginners</u> , Film (Coronet)
		<u>The Meaning of Conservation</u> , Film (Coronet)
		<u>Conserving Our Soil Today</u> , Film (Coronet)
		<u>Learning About Conservation</u> , Film (Coronet)
A. Man Needs Energy	A. To understand that everything people and animals do takes energy and man can do more by using animals and machinery to increase output.	<u>Laidlaw</u> : T.G. 116-117

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
B. Man Needs Materials	<p>A. To understand that coal, oil and natural gas help produce energy to supply mans needs.</p> <p>B. To develop the concept that our increasing population needs a great abundance of raw materials to produce our finished products.</p> <p>C. To learn that man has become a aware of not wasting these valuable natural resources.</p>	<p><u>Laidlaw</u>: T.G. 118-121</p> <p>Resources and Manufacturing Industries Crete</p> <p><u>Student Reading</u></p> <p><u>First Book of Oil</u> (Shilstone)</p> <p><u>Magic of Steel and Oil</u> (Webb)</p> <p><u>To Save the Soil</u> (Talley)</p> <p><u>The Land Renewed: The Story of Soil Conservation</u> (Van Dersal)</p>
C. Man Needs Governments	<p>A. To learn that some form of government was needed when families first began living together.</p> <p>B. To realize that governments can help people get things they want and need and to understand that rules made by these bodies are for the good of all.</p>	<p><u>Laidlaw</u>: T.G. 122-125</p>
UNIT VIII 3-4 weeks		
STORIES ABOUT OUR COUNTRY	Gain an understanding of some of the events, people, and places prominent in our countries development.	

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
A. Great Events	<p>A. Learn about the settling of Jamestown.</p> <p>B. Learn about the writing of the Constitution.</p> <p>C. Learn about early railroads.</p> <p>D. Learn about global communication.</p>	<p><u>Laidlaw</u>: T.G. 126-131</p> <p><u>Jamestown Colony</u>, Film (Coronet)</p> <p><u>Daniel Boone in America</u>, Film (Coronet)</p> <p><u>The Lewis and Clark Journeys</u>, Film (Coronet)</p> <p><u>Home Life in Colonial Times</u>, Filmstrip (Popular Science)</p> <p><u>Land of Liberty</u>, Film (rental Learning Resources Service SIU)</p> <p><u>Statue of Liberty</u>, Film (rental Learning Resources Service SIU)</p> <p><u>Student Reading</u></p> <p><u>The First Book of the Early Settlers</u> (Rich)</p> <p><u>Let's Go to Colonial Williamsburg</u> (Borreson)</p> <p><u>The Story of the Liberty Bell</u> (Warren)</p>
B. Famous Americans	<p>A. Learn about the contributions of famous Americans-Boone, Andrew Jackson, Lewis and Clark, Susan B. Anthony- to the early history of our country.</p> <p>B. Learn about contributions of black Americans to our country.</p>	<p><u>Laidlaw</u>: T.G. 122-136</p> <p>Ethnic Study Manual-Pathfinder Series</p>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
B. continued		<p data-bbox="1457 228 1711 261"><u>Student Reading</u></p> <p data-bbox="1289 293 1824 326"><u>Black People of America</u> (Dennis)</p> <p data-bbox="1289 358 1860 423"><u>The First Book of American Negroes</u> (Young)</p>
C. Historic Places	A. Learn about historic places of Boston, New Orleans, Statue of Liberty, and gain an insight into what contributions these places have made in the history and development of our country.	<p data-bbox="1289 464 1661 496"><u>Laidlaw:</u> T.G. 137-140</p> <p data-bbox="1436 529 1694 561"><u>Student Reading</u></p> <p data-bbox="1289 594 1892 659"><u>Let's Go to the Battle of Gettysburg</u> (Spielgelman)</p> <p data-bbox="1289 691 1887 724"><u>Jane Adams of Hull House</u> (Peterson)</p> <p data-bbox="1289 756 1793 821"><u>Pirates, Planters and Patriots</u> (Holland)</p> <p data-bbox="1289 854 1906 886"><u>Young Paul Revere's Boston</u> (Epstein)</p>

CRETE-MONEE SCHOOL DISTRICT 201-U

CURRICULUM GUIDE

SOCIAL STUDIES

GRADE 5

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
<p>UNIT I</p> <p>4 weeks</p> <p>THE SOCIAL SCIENCES</p>	<p>The work of social scientists increases man's knowledge and understanding of the earth and it's people. Often social scientists work together. Man's environment is constantly changing. Social scientists study the changes in our society and the forces that cause these changes.</p>	<p>Laidlaw: 6-39</p> <p>Filmstrips: <u>America's First Factory</u> Talala</p> <p><u>Maps and Men-Crete</u></p> <p><u>Flat Maps</u>-Monee, Meadowood</p> <p><u>Maps and Their Meaning</u>-Monee, Meadowood</p> <p><u>Reading Physical Maps</u> Monee, Meadowood</p> <p><u>Reading Political and Economic Maps</u>-Monee, Meadowood</p> <p><u>Studying An Area Through Maps</u>-Monee, Meadowood</p> <p><u>Our Geography</u>-Talala</p> <p>Films: <u>Colonial Life and Crafts</u> (Coronet)</p> <p>Filmstrips: <u>Greenlands</u> (SVE) not yet in district <u>Using Maps and Globes</u> (SVE)</p>
A. Geography as a Social Science	<ol style="list-style-type: none"> 1. Geographers use the tools of their science to study man and his use of the earth. 2. Geographers attempt to discover ways of helping make better use of land, air, and water. 	
B. Anthropology as a Social Science	<ol style="list-style-type: none"> 1. Anthropologists study the customs and practices of various cultures. 2. The people of each culture develop their own ways of behavior which they believe to be the right ways. 	
C. Sociology as a Social Science	<ol style="list-style-type: none"> 1. Sociologists study the basic unit of society: the family. 	

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
C. continued	<ol style="list-style-type: none"> 2. Sociologists are interested in the groups people form and what these groups reveal about the society in which they exist. 3. Sociologists study the pressures that influence our behavior and attitudes. 	<p>Filmstrips: <u>Map Symbols, Dots and Lines</u> (SVE)</p> <p><u>Where People Live and Work</u> (SVE)</p>
D. Economics as a Social Science	<ol style="list-style-type: none"> 1. People's needs and wants are unlimited, but means of satisfying these needs and wants are limited. 2. Economists are interested in the production, distribution, and consumption of goods and services. 	
E. Political Science as a Social Science	<ol style="list-style-type: none"> 1. Every society must have ways of making decisions and laws. 2. Political scientists study the ways people govern themselves. 	
F. History as a Social Science	<ol style="list-style-type: none"> 1. Historians are interested in groups of events. 2. Events affect people's lives. 3. Knowledge of events of the past can help us deal with events of today. 	

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
STUDYING A COLONIAL INDUSTRY	<p>People want a chance to relive and appreciate a part of the past. Making a restoration requires the work of various social scientists.</p>	
A. An early ironworks	<ol style="list-style-type: none"> 1. There was a very great need in the colonies for iron and iron products. 2. Many geographic, social and political factors must be taken into consideration when a new industrial site is being chosen. 	
B. Making a restoration	<ol style="list-style-type: none"> 1. The work of social scientists is often practically applied in the research preparation for the restoration of historic landmarks. 2. Social scientists must work carefully to be sure that a restoration is authentic. 	

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
UNIT II		
INDIAN SOCIETIES AND THEIR FORE- RUNNERS	<p>Throughout man's existence he has always had to find ways to satisfy his needs for food, clothing, shelter, government, recreation, and religion.</p> <p>His search to fulfill his needs has determined where man has gone and what he has done.</p>	<p><u>Laidlaw</u>: T.G. 36-91</p> <p>Films: <u>American Indians Before European Settlement</u> (Coronet)</p> <p><u>Woodland Indians of Early America</u> (Coronet)</p> <p><u>Hopi Indian Arts and Crafts</u> (Coronet)</p>
A. The first people in America	<ol style="list-style-type: none"> 1. Man came to North America from Asia. 2. Man's search for food might have been responsible for his coming to America. 	<p>Filmstrips: <u>American Indians of Early America</u> (Coronet)</p> <p><u>Learning About Indian Dances</u> (IFC) Talala'</p>
B. People come to America	<ol style="list-style-type: none"> 1. Climate changes over long periods of time. 2. Changes in climate affect the plant and animal life of a continent. 3. North America and Asia might have been once connected. 	<p><u>Learning About Indian Houses</u> (IFC) Talala</p> <p><u>Learning About Indian Crafts</u> (IFC) Talala</p> <p><u>Learning About Indian Costumes</u> (IFC) Talala</p>
C. Early man moves around	<ol style="list-style-type: none"> 1. The migrations of early man were governed by his available food supply. 2. During the Ice Age, those places that were free of ice were used by both animals and 	<p><u>Woodland Indians-Iroquois</u> (Jam Handy) Talala</p>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
	man in their movements across North America.	Filmstrips: <u>Plains Indian-Dakotas</u> (Jam Handy) Talala
	3. Evidence found at the dwelling places of early man provides an indication of his wide spread nomadic wanderings.	<u>Southwest Indians-Hopi</u> (Jam Handy) Talala
		<u>Southwest Indians-Navajo</u> (Jam Handy) Talala
D. Period of great changes	1. Man's way of life depends on his means of satisfying his needs.	<u>Northwest Indians-Salish</u> (Jam Handy) Talala
E. Indian communities of long ago	1. Any change in man's food supply affects his way of life.	<u>Sea Going Hunters</u> Meadowood, Crete
		<u>Hunter From the Long House</u> Monee, Meadowood
INDIANS OF MORE RECENT TIMES		<u>Indians</u> Monee
A. Cultural groups	1. There was a great difference among the Indian cultures that developed in North America.	<u>Buffalo Hunters on Horseback</u> Monee, Meadowood
	2. The remains of Indian cultures give us some information about the lives of those Indians.	<u>Pueblo Dwellers and an Apache</u> Monee, Meadowood
	3. Indians lived in North America for thousands of years before the first Europeans and Africans arrived.	
	4. Social scientists have been interested in how these Indians satisfied their basic needs.	

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES

UNIT II continued

5. The criteria used to group depends upon the purpose of the study.

6. The development of a culture can be influenced by geographical factors.

B. Meeting the need for food

1. The means used to satisfy the need for food vary from cultural area to cultural area.

2. The diet of a society depends sometimes on geographical factors such as climate, landforms, and proximity to lakes, rivers, or coastal waters.

C. Indian clothing

1. The materials and designs used in making clothing vary according to the purpose the clothing is meant to serve.

2. The kinds of clothing worn in a particular area often depend on the available materials from which clothing can be made

D. Dwelling places for Indians

1. The kinds of dwellings used by North American Indians varied from cultural area to cultural area.

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
AMERICAN INDIANS AND COMMUNITY LIFE	<p>2. Geographical factors and living patterns of a culture group sometimes determined the size, design, and building materials of the North American Indian dwellings.</p> <p>People have a need for recreation Finding out about the everyday life of the people of a culture leads to an understanding of the culture itself.</p>	
A. Indian social groups	<p>1. North American Indians had various social groups to meet their social needs.</p> <p>2. The members of many of the Indian social groups were related by blood.</p>	
B. Recreational activities	<p>1. People need recreation.</p> <p>2. North American Indians found many ways to satisfy their needs for recreation.</p>	
C. Indian warfare	<p>1. Warfare was important in the life of the North American Indians.</p> <p>2. The causes or reasons for Indian warfare were varied.</p>	
D. Worship by Indians	<p>1. The belief in some power greater than that of man was</p>	

CONCEPT

OBJECTIVES

RESOURCES & ACTIVITIES

E. Government

- important in the life of North American Indians.
2. The North American Indians believed in many different spirits.
 1. Societies need people in positions of authority.
 2. Societies develop systems of government.

F. Arts and Crafts

1. Much can be learned about a society by simply studying the material things the society produces.
2. A society's value are sometimes indicated by the characteristics of its arts and crafts.

G. Economic activities

1. Man must find ways of satisfying his needs for goods.
2. Man's ways of satisfying his needs for goods are often ingenious.

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 9

UNIT III

People who
came to America

1. Americans today or their
ancestors once had a native
land other than where they now
live.

2. People who came to America
brought with them many of their
beliefs and customs.

The role of
merchants and
explorers in
settling the
new world

3. Explorers made possible the
later trips of merchants and
settlers.

4. Merchants made it possible for
people to exchange goods with
one another.

Explorers from
Norway come to
the new world

5. Climate and geography affect
the things man does to meet
his needs.

6. Man leaves evidence of his
activities where he makes his
home.

The merchants
of Italy

7. Favorable land and climate
conditions encourage farming
in an area.

8. Producing a surplus of goods
encourages the development
of a trading company.

Laidlaw: T.G. 92-143

Films: The Vikings and Their
Explorations (Coronet)

Age of Discovery-Spanish
and Portuguese Explorations
(Coronet)

English and Dutch Coloniza-
tion in the New World
(Coronet)

Colonial Life in the South
(Coronet)

Colonial Life in the Middle
Colonies (Coronet)

Colonial Life in New
England (Coronet)

Filmstrips: Roger Willams and
Rhode Island Talala

James Oglethorpe and
Georgia Talala

Courageous Christopher
Columbus Talala

Landing of the Pilgrims
Talala

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 10

Navigators from Portugal and Spain help expand the known world

John Cabot seeks a route to the east

Explorers from France come to the New World

9. Geographical location affects the development of cities.
10. Exploration activities depend upon a knowledge of geography and the navigational skills of people.
11. The buying and selling of goods are important economic activities of people.
12. Governments, by investing money in expeditions, influence activities of discovery and exploration.
13. Merchants and leaders of government influence exploration and discovery activities of a country.
14. People of a country constantly seek new ways to develop and carry out trading activities.
15. Explorers contribute as a result of their journeys-important information about the world.
16. Social scientists learn valuable information about the surface of the earth from studying the trips of explorers.

Living in Early Jamestown, Va.
Talala

Living in Early Plymouth, Mass. Talala

Jamestown, The settlement and It's People 4 strip set Talala

The Invention of Printing Talala

Francis Drake, The Rise of English Sea Power Talala

Prince Henry the Navigator Talala

Spain in the New World
Talala

Spain: Setting the Stage for Empire

Magellan: West to the Orient Talala

Film loops: Pilgrims at Plymouth
8 films Talala

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
Homelands of the English settlers	17. Economic activities of a country influence its exploration achievements.	Living History Book (Tapes and Booklets <u>Voyage of Columbus, Coronado Expedition, LaSalle Expedition</u> Talala HG701
	18. Homes around the world have different appearances.	<u>Jamestown Founded Mayflower Compact</u> Talala HG702
The geography of England	19. People develop different ways to use their land and resources	Filmstrips: <u>The English Settlement and Colonial Conflicts</u> Crete
	20. Climate and soil are two factors of the use of the land.	<u>Williamsburg</u> Crete
	21. People who dislike their living conditions are likely to move to a new environment.	<u>Explorers of the New World-Ponce de Leon</u> Crete
The early government of England	22. Government leaders can be chosen in many ways. Early rulers of England inherited their throne.	<u>French Explorers of the New World-Champlain</u> Crete
	23. People who dislike their government sometimes try to change it.	<u>Explorers of the New World-Coronado</u> Crete
	24. People who dislike their government sometimes move to a new country.	<u>Explorers of the New World-DeSoto</u> Crete
Social groups in England	25. A family is an important social group of a country.	<u>French Explorers of the New World-Cartier</u> Crete
	26. Families expect to worship as they please.	<u>French Explorers of the New World-LaSalle</u> Crete

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES 12
Economics of England	<p>27. Printed materials help to communicate information.</p> <p>28. The skills of the people are important resources.</p> <p>29. People sometimes move to find better opportunities to earn a living.</p> <p>30. Buying and selling goods were important economic activities of early England.</p>	<p><u>French Explorers of the New World-Joliet</u> Crete</p> <p><u>Early Settlers of New England</u> Monee, Meadowood</p> <p><u>William Penn</u> Monee, Meadowood</p> <p><u>Captain John Smith</u> Monee, Meadowood</p> <p><u>Peter Styvensant</u> Monee, Meadowood</p>
Settlers arrive for the North American colonies	<p>31. Some people of England moved to North America to find better opportunities for making a living.</p> <p>32. Religious freedom was a goal sought by many English people in moving to North America.</p>	<p><u>Life in Early Carolina</u> Monee, Meadowood</p> <p><u>Life in New Amsterdam</u> Monee, Meadowood</p> <p><u>Life in Plymouth Colony</u> Monee, Meadowood</p>
Land, rights, and money	<p>33. England, like other countries of Europe, claimed ownership of land in North America discovered by English explorers.</p> <p>34. The King of England was considered the owner of all land in North America claimed by his country.</p> <p>35. Groups of English merchants agreed to share the costs and</p>	<p><u>Colonial Government</u> Monee, Meadowood</p> <p><u>French Colonization</u> Monee, Meadowood</p> <p><u>The Middle Colonies</u> Monee, Meadowood</p>

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 13

profits involved in establishing colonies in North America.

New England Colonization
Monee, Meadowood

36. An early charter included information regarding the right to use land in North America.

The Southern Colonies
Monee, Meadowood

37. English merchants influenced the establishment of colonies in North America.

38. The king or queen of England expected to receive money for granting land rights in North America to English companies.

Land for the
earliest settlers

39. Colonies were established on land in North America granted to English companies by the king.

40. People seeking religious freedom started one of the first successful colonies in North America.

Land for New
England colonies

41. Colonies were established along the northeastern coast of our country as a result of charters granted by rulers of England.

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 14

Land for the
middle colonies
(133-134)

42. Sometimes people who settled in one colony in North America found it necessary to move and establish additional colonies.

43. Early colonies were established on land that today is a part of the states of New York, New Jersey, Delaware, and Pennsylvania.

44. Some of the land of the middle colonies was favorable for farming.

45. People from Holland and England settled on land in the middle colonies.

People wanting
land and jobs
(134-135)

46. People sometimes move to find better opportunities for making a living.

47. The skills of people who came to North America contributed to the growth of the early colonies.

48. Women were important to the success of the colonies.

Seekers of
religious freedom
(136-139)

49. Many people came to early America in search of religious freedom.

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES

15

Workers who came
to the colonies

50. People are sometimes influenced by studying written and printed materials.
51. Planning and preparation were required for making a voyage from England to America.
52. Most workers who came to early America considered the land as a place where opportunities were available for all.
53. Some workers who came to America had no freedom in selecting the work they did.

UNIT VI

Societies in
early America

1. The early American colonists formed a number of different types of societies.
2. Sociologists and historians have learned many interesting and valuable things by studying early American societies.
3. People moving to a new and unfamiliar environment may have many problems to solve.
4. Many of man's problems can best be solved by working together with each other.

Families and
homes of early
America where
they lived

Laidlaw: 144-195

Films: Pioneer Living-The Home
(Coronet)

Pioneer Living-Home Crafts
(Coronet)

Pioneer Living-Preparing Foods
(Coronet)

Pioneer Living-The Farm
(Coronet)

Colonial Life and Crafts
(Coronet)

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 16

-The colonists get food from animals

The colonists get food from plants

The colonists must preserve food.

5. In nearly all kinds of environments man needs some kind of shelter
6. Man's environment often determined the materials he uses to build his shelters.
7. The size of a man's family often helps to determine the size of the house he builds.
8. Food is one of the basic needs of man.
9. The colonists got much of their food from a variety of animals.
10. Man has often satisfied some of his need for food by gathering wild plants.
11. The colonists satisfied part of their food needs both by gathering wild plants and by raising plants.
12. Most foods will not keep for an extended period of time in their natural state without spoiling.
13. Any method that slows or stops the growth or bacteria will prevent decay of foods.

Pioneer Living-Education and Recreation

Colonial Life in the South

Colonial Shipbuilding and Sea Trade

Filmstrips: 18th Century Virginian Cities Talala

Living in Colonial Williamsburg Va. Talala

Living in 18th Century New England Talala

Planter of Colonial Virginia Monee, Meadowood

Life in Early Philadelphia Monee, Meadowood

Williamsburg(with record) Monee

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 17

Mealtime customs
of the colonies

14. People living in different societies often have customs concerning meals that are different meals in other countries.
15. The early colonists in America had a number of mealtime customs different from those we have in America today.

The colonists
clothes and where
they got them

16. The people of most societies need clothes for protection against some of the elements of their environment.
17. Clothes of various kinds are commonly used by people of many societies for social and ceremonial purposes.
18. The early colonists used clothes for a variety of purposes.

Colonial
communities

19. Land and people are two things that every community must have.
20. The people of all communities find that it is necessary to develop ways of making a living.

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
Use of land	21. In all communities the people find it necessary to have some kind of government.	
	22. Much of the land in most communities is used for homesites.	
	23. In most communities some of the land is used for religious and educational purposes.	
	24. All communities must use some land for some kind of paths or streets on which people can travel from one place to another.	
Social groups in the colonies	25. Most societies develop some kind of social classes.	
	26. A person's social, economic and political influences are often affected by the social class to which he belongs.	
The churches and schools that serve the colony	27. Religious beliefs and practices were very important in colonial societies.	
	28. The colonists solved the need for schools in a variety of ways.	

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES 19
The colonists find amusement and recreation	<p>29. Anthropologists and sociologists have discovered that some kinds of amusements or recreational activities are present in nearly all societies.</p> <p>30. People's amusements and recreational activities reflect their culture.</p>	
The colonists indulge in art, writing, music and science	<p>31. The cultural activities of people struggling to solve the problems of making a living are often limited.</p> <p>32. Social scientists find much valuable information about many areas of a people's society by studying their literature, art, music and other educational and cultural pursuits.</p>	
The colonists develop their own government	<p>33. Political scientists have discovered some kind of government in all of man's societies.</p> <p>34. The form of government popular in America from a very early date has been representative government.</p>	

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 20

Economic life
of the colonies

35. Colonists are generally people who are independent and self-sufficient.
36. Economists have discovered that people began to engage in trade when they start producing a surplus of goods.

Farms and
plantations of
the colonies

37. Methods of farming often depend upon the availability of land.
38. Good markets for goods and good means of transporting goods to market are important economic factors.

The colonists
make use of
forests

39. The forests of a country provide man with many valuable resources.
40. Wood is a valuable resource to man because of the many ways that he has found to use it.

The colonists
make a living
from the sea

41. The sea contains many resources that have economic value for man.
42. Trade helps countries exchange their surplus goods for other goods that they need or want.

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES 21
The colonists start mills and workshops	<p>43. All societies have needs for goods and services of some kind.</p> <p>44. The technologicla level of a society affects how well it is able to supply the goods and services that its people need and want.</p> <p>45. The economic development and growth of a society helps to narrow the gap between the demands for goods and services and the supply of g goods and services.</p>	
UNIT V		
Introduction	<p>1. Before their independence the thirteen colonies were more closely tied to England than they were to one another.</p> <p>2. The American Colonies shared a desire for liberty.</p> <p>3. After 1750, the American colonies began to oppose England's control over them.</p>	<p><u>Laidlaw</u>: 196-247</p> <p><u>The Pathfinder</u>-James F. Cooper</p> <p><u>The Deerslayer</u>-James F. Cooper</p> <p><u>Last of the Mohicans</u>-James F. Cooper</p> <p><u>Drums Along the Mohawk</u>-Zane Grey</p> <p><u>Spirit of the Border</u>-Zane Grey</p>
Land for a New Nation	<p>4. Population growth-from births and migrations-between 1700 and 1760 brought about changes and problems in the colonies.</p>	<p><u>Johnny Tremaine</u></p> <p><u>Light in the Forest</u></p>

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 22

Quarrels with
French and Indians

5. People often migrate to new regions to gain freedom from repression or tyranny.
6. Economic problems-fishing rights and land-caused disagreements between the colonists and the French.
7. Many French fur traders adopted to the Indian's way of life, while the colonists did not.

The French and
Indian Wars

8. Colonial expansion was often blocked by the French and the Indians.
9. Wars between European nations often spread to their colonies.
10. Colonial governments often lacked real power.
11. Fighting a common enemy often draws people together.

The colonies
learn to work
together

12. Land expansion by a culture often brings it into conflict with other cultures.
13. Economists tell us that paper money has no inherent value.
14. Taxation is a means used by government to raise money to

Films: French and Indian War
(Coronet)

Dawn of the American
Revolution-A Lexington
Family (Coronet)

United States Expansion-The
Northwest Territory (Coronet)

Washington D.C. Story of
Our Capital (Coronet)

Filmstrips: Philadelphia-Colonial
Shrine Talala

Declaration of Indepen-
dence Talala

Yorktown Talala

Ben Franklin Talala

The Northwest Territory
Talala

The Amazing Ben Franklin
Crete, Monee, Meadowood

Holidays to Remember-
Washington Crete

Ethan Allan Meadowood,
Monee

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 23

First steps
toward indepen-
dence

15. Democratic societies often elect representatives to solve problems facing the society.

John Paul Jones Monee,
Meadowood

16. Self-rule-independence-is the desire of most people in every country.

Paul Revere Monee,
Meadowood

Freedom and a
plan for
government

17. Independent nations face and must solve economic, social and political problems.

Foundations of Democracy
in the U.S. 7 strips
Monee, Meadowood

18. Every independent must establish a national government.

Tapes: Full Story of The Constitution
Talala

The colonies fight
for independence

19. National armies in free nations are usually composed of citizens from all social classes.

Tapes & Booklets: Living History Book

20. The Americans had the help of the French in winning their independence.

HG703 "Boston Massacre, Boston Tea Party, Concord, Mass."

HG704 "Independence declared, Victory at Trenton, Yorktown surrenders."

The first
attempts at
self-rule

21. A confederation is a loose union of independent states with a weak central government.

HG705 "Constitution written, Washington inaugurated."

22. A confederation differs from a federation where the central government has supreme.

23. The original thirteen states feared that a central government with too much power might restrict their liberty and freedom

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 24

The land of the
old Northwest

24. America's frontier offered
opportunities for the people.

25. Rules and regulations are
necessary for a stable and
orderly society.

26. Governments often provide
means for settling disputes.

27. Self-government is part of the
political way of life in
democratic societies.

The problems of
a weak National
Government

28. An effective government has
power to enforce its laws.

29. Powers to levy taxes and to
coin money are powers of
governments.

Planning for the
new government

30. A constitution is the basis of
the United States political
system.

31. A government reflects the
values, beliefs, and attitudes
of a society.

Getting the
Constitution
accepted

32. The federal government is
based on the idea of a sep-
aration of powers among the
three branches of government.

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES

25

Making the new
government work

33. A separation of powers in a government may prevent one branch of government from assuming too much power.
34. To be effective, a constitution should be able to be changed as new conditions arise or as times change.
35. In the United States government power rests with the people who elect their representatives.

Divided opinions

36. Every government must solve problems facing society.
37. In a democratic country, such as the United States, the people are free to accept or reject changes in their system of government.

Leadership for the
new nation

38. Democratic societies are based on the principle of majority rule.
39. Every government has a executive or executive branch.
40. Democratic societies elect their government leaders.
41. The President of the United States is elected by electors who are chosen by the people.

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES 26
Becoming the President	<p>42. A popular and respected President unifies the nation.</p> <p>43. The President represents all the people of the nation.</p> <p>44. Travel and communication among the states in the 1700's was slow and often difficult.</p>	
Choosing our Nation's capitals	<p>45. A nation's capital city is always an important city in the nation.</p> <p>46. The capital is the location of the center of a nation's government.</p>	
Building the permanent capital	<p>47. The locations of various capital cities are often chosen for historical or geographical reasons.</p> <p>48. Transportation to a capital city is important if the capital city is to maintain contact with other parts of the nation.</p>	
Solving the problems of government	<p>49. A function of government is the establishment of a stable currency.</p> <p>50. Governments sometimes have to borrow to pay their debts.</p>	

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 27

UNIT VI

Introduction

The people and
land of this
New CountryLand from France
for the New
CountryExploring the
PacificAcquiring land
from other coun-
tries

51. Governments usually raise money through taxes.

1. As a country expands, new problems are created.

2. As a country industrializes, many changes take place.

3. Different people working for a common cause can help make a nation great.

4. As a country expands, new problems demand new solutions.

5. Countries act to preserve their best interests.

6. Improving foreign and domestic trade is an important issue for a country.

7. Exploration provides much new information.

8. Explorers have many difficulties to overcome.

9. A country may expand its territories in many ways.

Laidlaw: 248-309

Films: Westward Growth of Our Nation
(1803-1853) (Coronet)

Beginnings and Growth of
Industrial America (Coronet)

Travel in America in the 1840's
(Coronet)

Filmstrips: Growth of the U.S. Talala

The Louisiana Purchase
Talala

The Oregon Territory
Talala

The Texas Annexation
Talala

California and the
Southwest Talala

Daniel Boone Talala

Robert Fulton Talala

Flatboatmen of the
Frontier Monee, Meadowood

Kentucky Pioneer
Monee, Meadowood

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES 28
People for the Western lands	10. A country's desire to expand may lead to war.	<u>Life in Old Louisiana</u> Monee, Meadowood
	11. The great expanse of Western land provided much opportunity for settlers.	<u>Pioneers of the Plains</u> Monee, Meadowood
	12. A variety of occupations were carried out in the western lands.	<u>Blazing the Oregon Trail</u> High School
Life on the New Frontier	13. The difficulties of pioneer life forced people to find new ways of meeting their needs for home, clothes, food, and recreation.	<u>Birth of Our National Anthem</u> Monee
	14. People on the frontier often turned to each other for help and support.	<u>Daniel Boone</u> Crete, Meadowood
	15. In the early years of our country, people living in rural areas tended to be independent.	<u>John C. Fremont</u> Monee, Meadowood
The nation develops	16. As more services were provided, people became more interdependent.	<u>Lewis and Clark</u> Monee, Meadowood
	17. Government can aid industry in many ways.	<u>Horace Mann</u> Monee, Meadowood
	18. New industrial methods have often been learned from other countries.	<u>Eli Whitney</u> Monee, Meadowood
The development of manufacturing		<u>The Erie Canal Opens the West</u> High School
		<u>Life In the Early Midwest</u> Monee, Meadowood

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
Big industry	19. New industrial techniques create changes in methods of producing goods.	<u>Life in Old Santa Fe</u> Monee, Meadowood
	20. New industrial techniques can create changes in the way people live and work.	<u>Dixie</u> Talala
		<u>Lee and Grant</u> Talala
Early land transportation	21. Improved transportation routes aid settlement and trade.	<u>First Transcontinental Railroad</u> Talala
Early water transportation	22. Governments can aid in improving transportation routes.	Living History Book: <u>Boonesborough, Louisiana Purchase, National Anthem</u> HG706
	23. People made use of water routes which aided settlement and trade.	<u>Compromise of 1850, Lincoln Inaugerated, Fall of Fort Sumter</u> HG709
	24. Where natural waterways did not exist man was sometimes able to develop them.	
The railroads.	25. A large country needs efficient transportation routes to connect all parts of the country.	<u>Gettysburg Address</u> HG710
	26. As new forms of transportation are developed, peoples ways of life change.	<u>Lincoln As-sasinated, Johnson Im-peachment</u> HG711
The development of cities	27. Industrialization helped to create large cities.	
	28. Many people are dependent on large cities.	

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES 30
A changing America	29. As changes occur in a country, new problems develop.	<u>Union Pacific Completed, Custer Massacre</u> HG712
Political change	30. Action at all levels of government is often necessary to help solve a country's problems.	<u>John Glenn's Flight, Walk in Space, Man on Moon</u> HG720
	31. A country is sometimes able to settle disputes by making compromises.	<u>Telephone Introduced, Marconi's Experiments, Wright Brothers</u> HG713
New forms of transportation and communication	32. Many laws have had to be passed to ensure equal treatment for all people.	Filmstrips: <u>Railroads at Work Crete</u>
	33. The growth of cities created a need for new forms of transportation.	<u>Automation and the National Welfare Crete</u>
	34. Efficient transportation routes must be provided among cities as well as among cities and their suburbs.	<u>Aviation and World Understanding Crete</u>
	35. As a country grows there is a need for improved communications systems.	<u>Susan B. Anthony Monee, Meadowood</u>
Results of scientific change	36. Advances in the field of science make it possible for people to live a healthier life.	<u>Andrew Carnegie Monee, Meadowood</u> <u>Booker T. Washington Monee, Meadowood</u>

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 31

Problems of the farmers

37. Many new products have been developed through scientific explorations.

38. New inventions which make work easier cause problems of over production.

39. Governments often help groups solve their problems.

Organizations of the working man

40. People often organize into groups to get more effective action.

41. Organizations, such as unions, have often gained many benefits for workers.

Problems of business

42. A country's economy goes through periods of increase and decline.

43. Government can help maintain a stable economy.

Social changes

44. As a result of growth, a country is often faced with new social problems.

45. Governments can often do much to improve existing social conditions.

Alexander Graham Bell
Monee, Meadowood

George Washington Carver
Meadowood, Monee

Thomas A. Edison Monee,
Meadowood

The Wright Brothers
Monee, Meadowood

Mechanical and Industrial
Progress Crete

Railroads Talala

Tapes: Full Story of the Civil War

Civil War from Illinois to
Florida Talala

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 32

The American
way of life

46. Education is a necessary part of a society.
47. People use their leisure time in many different ways.

UNIT VII

America wins
world respect

1. A new nation is often uncertain of its place in the world.
2. Through the years a nation can gain confidence in itself and respect from its neighbors.
3. New nations are usually more concerned with their internal development than with foreign relations.
4. Because nations discover that they cannot long exist without some contact with other countries they must devote time to solving foreign problems.
5. Because the American people were making an experiment in government, much of the world followed its progress with great interest.
6. The United States had certain advantages as a new nation, such as its distance from

Laidlaw 310-361

Filmstrips: Theodore Roosevelt
Monee, Meadowood

Looking Through the
Iron Curtain Meadowood

Panama and the Canal
Monee, Meadowood

Our War of 1812 High
School

Outlying Possessions
Crete

Russia Crete

The United Nations
Crete, Talala

Panama Canal Zone Crete

Turning away
from Europe

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 33

America becomes a neutral	<p>Europe, which provided it with opportunities to grow and develop free from foreign interference.</p>	<p>Films: <u>The War of 1812</u> (Coronet)</p> <p><u>Immigration in America's History</u> (Coronet)</p> <p><u>United States Expansion Overseas</u> (1893-1917) (Coronet)</p>
Trying to stay neutral	<p>7. America soon discovered that events in other parts of the world could have an effect on it.</p> <p>8. Economic interests force nations into contract with one another.</p> <p>9. Nations sometimes declare that they will not take sides in foreign conflicts in order to avoid wars.</p>	<p>Living History Book: <u>Mexican War, Gold Discovered, Mormon Migration</u> HG708</p> <p><u>Sinking of the Lusitania, Belleau Wood Battle</u> HG715</p>
A growing European conflict	<p>10. For a weak nation, a major war might endanger its political or economic stability.</p> <p>11. Weak nations sometimes have to compromise in order to avoid war.</p> <p>12. Neutral nations can prosper by trading with both sides in a war</p> <p>13. When major powers go to war, they often disregard the rights of neutral nations.</p>	<p><u>Lindbergh's Flight, F.D.R. Inaugural</u> HG716</p> <p><u>Pearl Harbor, D-Day, A-Bomb</u> HG717</p> <p><u>U.N. Formed, Korean War (Inchon)</u> HG718</p>

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES 34
Wars as a way of settling disputes	<p>14. Wars occur for many reasons.</p> <p>15. Often wars do not settle disputes among nations.</p> <p>16. If a nation fights well, a war can make people proud of their country.</p>	<p><u>J.F.K. Assassination, 1965</u> <u>Voting Rights Act</u> HG719</p>
More attempts to make America safe	<p>17. New countries try to deal firmly with foreign powers in order to gain their respect.</p> <p>18. A strong nation which attacks a weaker one usually faces criticism from the rest of the world community.</p>	
America faces economic challenges	<p>19. Countries with agricultural economies seldom exercise much power in world affairs.</p> <p>20. As a nation develops its economy it must overcome many obstacles to its industrial growth.</p>	
Winning economic independence	<p>21. All countries have economic systems.</p> <p>22. Throughout the history of a country, it's economic system will undergo many changes.</p>	

CONTENT	OBJECTIVES	RESOURCES & ACTIVITIES
Government aid to industry	<p>23. A nation's economy can be strengthened through the help of its government.</p> <p>24. When a government acts to help one part of the nation's economy, it can often hurt other parts of the economy at the same time.</p>	<p>Filmstrips: <u>The U.S. and the Soviet Union</u> (Scholastic Filmstrips)</p> <p>available but not yet in district</p>
Workers from overseas	<p>25. Sufficient numbers of skilled and unskilled laborers are an advantage to an industrilizing country.</p> <p>26. People might move to other countries for economic, political or social reasons.</p> <p>27. Sometimes newcomers are not accepted in their adopted country by the people already living there.</p>	
Producing more goods	<p>28. As industries become more mechanized their need for cheap and plentiful labor becomes less important.</p> <p>29. Mechanized farming requires fewer farm workers.</p>	
America seeks new markets	<p>30. Businessmen are concerned about expanding markets for their products.</p>	

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 36

Economic leadership and world leadership

America as a world leader

Becoming involved in Latin America

31. Industrial nations are concerned about finding sources for raw materials for their factories.
32. In the late 1800's the industrial nations rushed to establish colonies because of economic, political and social reasons.
33. A nation with great economic power can exercise important influence in world affairs.
34. America's expanding economic power caused it to become involved in the internal affairs of weaker countries.
35. Nations sometimes adopt a policy of neutrality in order to avoid conflict with other nations.
36. Often nations must become actively involved in world affairs in order to protect their own interests.
37. Winning a war can mean economic and political rewards for the victorious nation.
38. Strong nations often interfere in the economic and political

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 37

Moving into the
Far East

affairs of weaker nations.

39. When a nation owns colonies it takes on additional economic and political responsibilities.

40. Because the industrial nations sought markets, raw materials, and power they began establishing colonies in the late 1800's.

Influence in
Europe and the
Middle East

41. Wars often create problems and lead to other conflicts.

42. Fighting on a nation's territory can cause that nation serious economic, political and social problems.

43. Following World War II, the United States and the Soviet Union became the chief world powers with major responsibility for keeping world peace.

Taking on the
burdens of power

44. Rapid transportation and instant communication have made it nearly impossible for any country to isolate itself from world affairs.

45. The world community has been divided by the struggle between the United States and the Soviet Union.

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 38

UNIT VIII

Ethnic Studies

46. The nations in the world have not yet found ways to avoid conflict.

The U.S. is a blend of many nationalities and races; ethnic groups and racial groups in the U.S. have carried on a continuing struggle to gain equal rights and opportunities.

Ethnic Studies Unit From Center For Ethnic Studies
Distric #163

UNIT IX

Intra-and Interpersonal relationships

- A. The children should become actively aware of themselves and their interpersonal relationships.
- B. The child learns to appreciate himself.
- C. The child learns to appreciate others.
- D. Children will learn more about their society and other societies.

Social Studies Laboratory Units

First Things: Sound Filmstrip Program

Human Developement Program

Developmental Vocational Guidance Program

CONTENT

OBJECTIVES

RESOURCES & ACTIVITIES 39

OPTIONAL UNITCommunity
Occupations

- A. Many different types of occupations are available, both with and without college
- B. Many different types of people live in our community and contribute to it.
- C. Many of the skills of these occupations can be used in social studies projects.

Resource people from your community.
(If possible, parents of your students.)

These people may include the normal resource people (i.e. travelers, doctors, dentists, politicians, policemen, etc.), but should also carpenters, bricklayers, electricians, seamstresses, professional photographers, other skilled people in the community.

CRETE-MONEE SCHOOL DISTRICT 201-U

CURRICULUM GUIDE

SOCIAL STUDIES

GRADE 6

INTRODUCTION

Suggested Monthly Schedule for Sixth Grade Ethnic Studies Program

Note: Ethnic study filmstrips and materials are available upon order through:

Center for Ethnic Studies
School District #163
Park Forest, Illinois

Due to the limited amount of Ethnic Studies materials the following schedule for classroom use of these materials should be observed:

Crete.....1st week of each month
Talala and Monee.....2nd week of each month
Balmoral and Meadowood.....3rd week of each month

September

Desired Understanding:
Mexican Americans have a strong heritage that reflects Spanish influence.
Learning Experiences:
#1, #2.

October

Desired Understanding:
Many Mexican-American citizens of the United States are descendents of original settlers of the West and Southwest.
Learning Experiences:
#4, #6, #7.

November

Basic Understanding:
Prejudice has limited the opportunities of Mexican-Americans and other Spanish speaking groups in the United States.
Learning Experiences:
#8, #9.

December

Basic Understanding:
Same
Learning Experiences:
#10, #11.

January

Basic Understanding:
Same
Learning Experiences:
#12, #13.

February

Basic Understanding:
Prejudice is the systematic rejection of others by ascribing to them undesirable traits of behavior.
Learning Experiences:
#14, #15.

March

Basic Understanding:
Same
Learning Experiences:
#18, #19.

April

Basic Understanding:
Same
Learning Experiences:
#20, #21, #22.

May

Basic Understanding:
All individuals and groups within a nation must face up to injustice within the nation
Learning Experiences:
#23, #24.

SUGGESTED TOPIC SCHEDULE FOR SIXTH GRADE HUMAN
DEVELOPMENT PROGRAM

Wks. 1 - 9	Awareness Feelings Thoughts Behavior
Wks. 10-18	Social Interaction Understanding how people affect each other
Wks. 19-27	Awareness Reality Fantasy Projection
Wks. 28-36	Social Interaction Approval Disapproval Inclusion Control

Note: Above based on METHODS IN HUMAN DEVELOPMENT
by Harold Bessell.

SOCIAL SCIENTISTS AND THEIR WORK

BASIC UNDERSTANDINGS	CONTENT
<p>The pupil should understand that:</p> <p>The Anthropologist may have very little evidence to use in answering questions about early man's life. He can only make "educated guesses" until more proof is found.</p> <p>When no written records are available the historian might turn to other social scientists to help him answer his questions.</p> <p>Primary sources are usually more useful than secondary sources.</p> <p>The Historian must be able to determine which information is true or false.</p> <p>Man's surroundings influences his behavior.</p> <p>The growth of large cities has created many problems for man.</p>	<p>A. The Anthropologist</p> <p>Meaning of Anthropology</p> <p>Inferences through discovery</p> <p>B. The Historian</p> <p>Duties of a historian</p> <p>Sources of information</p> <p>Primary sources</p> <p>Secondary sources</p> <p>Reliability of information</p> <p>C. The Sociologist</p> <p>Meaning of Society</p> <p>Role of the Sociologist</p> <p>Meaning of environment</p> <p>Differences in social need between an urban environment and a country environment</p>

continued

BASIC UNDERSTANDINGS	CONTENT
Man throughout history has had to find a way to satisfy his wants and needs using limited resources.	D The Economist Role of the economist Definition of wants, needs, and resources
Physical changes in the earth affect man.	E. The Geographer Areas of Geographical study Regional specialty Topical specialty Cartography Ecology
Governments differ from each other in many ways.	F. The Political Scientist Role of the political scientist
Governments affect the way people live.	Definition of Government Introduction of types of government

LIFE IN PRIMITIVE TIMES

BASIC UNDERSTANDINGS	CONTENT
<p>The pupil should understand that:</p> <p>The appearance of man came late in the geological development of the earth,</p> <p>Early man had to adjust to many changes in the earth's climate,</p> <p>Archaeology has provided modern man with the means of discovering the living conditions of early man.</p> <p>Although man's needs have remained the same, his ways of meeting them have changed due to increased technology.</p> <p>Man's ability to utilize the forces of nature set him apart from other animals.</p>	<p>A. Prehistoric Times</p> <p>Meaning of <u>prehistoric</u></p> <p>Evidences of early life on earth</p> <p>Peking Man</p> <p>Java Man</p> <p>Neanderthal Man</p> <p>Cro-Magnon Man</p> <p>Early physical environment</p> <p>B. Basic life patterns of Primitive Man</p> <p>Shelter</p> <p>Food</p> <p>Clothing</p> <p>Other activities</p> <p>C. Improvements in life patterns of Primitive Man</p> <p>Types of shelter</p> <p>Group life</p> <p>Domestication of plants and animals</p> <p>Tools and Weapons</p> <p>Transportation</p> <p>Communication</p>

BASIC UNDERSTANDINGS	CONTENT
<p>The culture of a people includes all their customs, their values, and the inventions by which they seek their basic needs in the environment in which they live.</p>	<p>D. Contributions of Primitive Man</p> <ul style="list-style-type: none"> Development of language Development of group living Development of religion Development of art Development of technology Development of farming and herding

UNIT III

EARLY CIVILIZATIONS

<p>The pupil should understand that:</p> <p>Favorable natural conditions contribute to the progress of civilization.</p> <p>Cultural progress is advanced through experimentation and specialization.</p>	<p>A. Sumerian Civilization</p> <p>Natural Setting</p> <p>Life in Sumer</p> <ul style="list-style-type: none"> city-states social classes religion government economy <p>Major contributions</p> <ul style="list-style-type: none"> system of weights and measures code of laws
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continued

BASIC UNDERSTANDINGS	CONTENT
<p>Early civilizations can be traced to a period several thousand years before the Christian era.</p> <p>Civilization is a state of social development characterized by progress in the arts, science and government</p>	<p>B. Egyptian Civilization</p> <p>Natural Setting</p> <p>Life in early Egypt</p> <p>government</p> <p>religion</p> <p>social classes</p> <p>economy</p> <p>Major contributions</p> <p>specialization</p> <p>sculpture</p> <p>language</p> <p>technology</p> <p>farming</p> <p>math</p> <p>science</p>

UNIT IV

GREEK CIVILIZATION

<p>The pupil should understand that:</p> <p>Natural conditions of Greece affected the history of the Greek people.</p> <p>Civilization moved westward from the East.</p>	<p>A. Natural Setting</p> <p>Location</p> <p>Peninsulas and islands</p> <p>Coastlines</p> <p>Land and climate</p>
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BASIC UNDERSTANDINGS	CONTENT
The Idea of government by the people began with the Greeks.	B. Greek culture Homes Religion Education Recreation Government
The Greeks used and improved the ideas of earlier civilizations.	C. City-States Athens Sparta
The Greeks influenced many of our ideas on government and culture.	D. Contributions of the Greeks Basic democratic principles Art and architecture Religion Literature and music Importance of physical fitness Importance of knowledge and inquiry

ROMAN CIVILIZATION

BASIC UNDERSTANDINGS	CONTENT
<p>The pupil should understand that:</p> <p>The growth of Rome was related to its favorable location at that point in history.</p> <p>Patterns of living in Rome were related to the culture and natural setting of the Roman people.</p> <p>The Romans achieved a high degree of civilization which they spread throughout the Mediterranean and other regions.</p> <p>When power is vested in leaders whose chief concern is the extension of powers of government, the cause of the common people is often overlooked.</p>	<p>A. Natural Setting</p> <p>Advantageous location Trading Expansion Empire-building Land and climate</p> <p>B. Roman Culture</p> <p>Family Religion Government Education Recreation Social classes</p> <p>C. Rise of Rome</p> <p>Republic</p> <p>Empire</p> <p>D. Decline of Rome</p> <p>Class Conflicts Germanic Tribes Political and cultural division into East and West</p>

continued

BASIC UNDERSTANDINGS	CONTENT
<p>Much of our knowledge of engineering, law and government, had its beginnings in Rome.</p>	<p>E. Contributions of Rome</p> <p>Roman law and government Art and architecture Engineering Latin language World peace Christianity</p>

UNIT VI

CHANGES IN WAYS OF LIVING

<p>The pupil should understand that:</p> <p>The Christianity provided a common bond among the many kinds of people of western Europe.</p> <p>The Roman church helped to fill the social, cultural, and legal void created after the fall of Rome.</p> <p>Feudalism was the answer to the problem of security created after the fall of Rome.</p>	<p>A. Life in the Middle Ages</p> <p>The Christian Church unifying agent moral force social force</p> <p>Education</p> <p>Literature</p> <p>Culture</p> <p>Charity</p> <p>Castle and manor</p> <p>Towns and cities</p>
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continued

BASIC UNDERSTANDINGS	CONTENT
	Major developments customs and social system languages and literatures arts and sciences education and religion
The growth of cities and the development of nation-states brought a new kind of order to Europe.	B. Rise of nation-states England France Spain Portugal Others
New invention, discoveries, and ideas changed ways of living and brought people from distant land in closer contact with western European civilization.	C. Renaissance Effect of Crusades Effect of urban growth Effect of trade Advancement of learning art and architecture music and literature science and technology discovery and exploration

NATIONAL GOVERNMENT

BASIC UNDERSTANDINGS	CONTENT
<p>The pupil should understand that:</p> <p>The Constitution of the United States provides for a federal system of government through which the people can achieve their common purposes.</p> <p>The legislature, the executive, and the judiciary make up the three branches of the federal government.</p> <p>A system of checks and balances protects against one branch of government dominating the other branches.</p>	<p>A. The House of Representatives</p> <p>Power granted to House of Representatives</p> <p>Qualifications and terms of Representatives</p> <p>Duties of Representatives</p> <p>B. The Senate</p> <p>Powers granted to Senate</p> <p>Qualifications and terms of Senators</p> <p>Duties of Senators</p> <p>C. The President</p> <p>Powers granted to President</p> <p>Qualifications and terms of President</p> <p>Duties of President</p> <p>D. The Supreme Court</p> <p>Powers granted to supreme court</p> <p>Qualifications.</p>